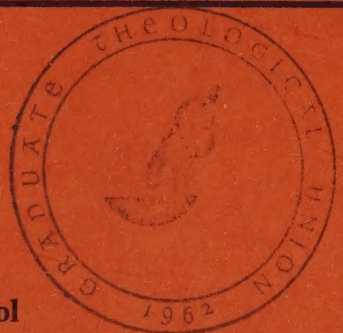


Lutheran Education

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SEPTEMBER 1959



Missouri Synod's Largest School

A Year's Schedule of Children's Chapel Services

Full Art Programs in Our Secondary Schools

VOLUME 95

NUMBER 1

LUTHERAN EDUCATION

PUBLISHED BY

CONCORDIA PUBLISHING HOUSE, 3558 SOUTH JEFFERSON AVE., ST. LOUIS 18, MISSOURI

LUTHERAN EDUCATION IS THE OFFICIAL EDUCATIONAL JOURNAL OF THE LUTHERAN CHURCH — MISSOURI SYNOD. EDITED BY THE FACULTY OF CONCORDIA TEACHERS COLLEGE, RIVER FOREST, ILLINOIS

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Go ye, therefore, and teach all nations, baptizing them in the name of the Father and of the Son and of the Holy Ghost, teaching them to observe all things whatsoever I have commanded you. — MATTHEW 28:19, 20.

The fear of the Lord is the beginning of wisdom; a good understanding have all they that do His commandments. — PSALM 111:10.

Nothing will serve us and future generations better than maintaining good schools and training the youth. — MARTIN LUTHER.

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LUTHERAN EDUCATION

Volume 95



September 1959



Number 1

EDITORIALS

“Redeeming the Time” With this issue our journal enters upon its 95th year. It is the oldest educational journal published uninterruptedly in America. From the very beginning the primary purpose of this journal has been to serve those in the church who are entrusted with the Christian training of youth. To achieve that objective in a fuller measure, an editorial staff of fourteen field editors assists the Central Editorial Committee. On June 6 of this year the entire staff met to evaluate the last volume (September 1958 to June 1959). Subcommittees submitted reports on the various sections of the journal and offered suggestions to the Central Committee. Accordingly there will be some changes in the new volume on which the opinion of the readers is solicited.

Our age is marked by rapid and far-reaching cultural changes. Urbanization has made its impact on the family, the church, and the school. Scientists are endeavoring to contact the moon and some of the planets. Despite all the changes and endeavors the church of God retains its unchanged great commission to go out into the world and make disciples of Christ “while it is day.” Although statistics show that the Lord has signally blessed the efforts of our church in that direction, it is also evident that there is still great need and opportunity for the church of Christ to heed the words of the prophet: “Enlarge the place of thy tent and let them stretch forth the curtains of thine habitations; spare not, lengthen thy cords, and strengthen thy stakes.” (Is. 54:2)

In his Letter to the Colossians (Col. 4:5) the apostle Paul bids his fellow Christians to “walk in wisdom toward them that are without, *redeeming the time*.” This injunction is of significance to those of us who are privileged to serve the Lord of the church in the teaching ministry. Our mission is to train youth and help guide them to grow in the discipleship of Christ, who will lead them to walk in wisdom before those still outside of His fold.

To that end our journal endeavors to lend a helping hand. But a fuller realization of that objective requires co-operation of readers and editors. Give us your comments and supply us with timely contributions so that we may through our joint endeavors make the most of the time during which we are privileged to serve our Lord in our calling.

T. K.

Synod Versus Districts? The San Francisco convention gave evidence that "Missouri" is a growing, vibrant church. Each of the 34 Districts of the Synod is larger today than the entire Synod was in 1847. Some Districts are huge by comparison with others. Particularly the midwest Districts have both size and programs which command much of their District energies. Numerically smaller Districts are engaged in ventures which tax their resources.

Conversations and floor discussions reflected a growing tendency to speak of the *Synod versus Districts*. Large Districts were tempted to "throw weight around." Some spoke of "Synod meeting every three years" and "Districts meeting twice in every three years."

As our Synod grows in the number of congregations, which only consequently become members of Districts, it may be well for all of us to remember some of the unique aspects of our synodical pattern of organization which differentiate us from other synodical bodies:

1. The Synod is a creature of the Christian congregations. As Walther said in his first presidential address: "We have merely the power to *advise* one another; we have only *the power of the Word*, and of *convincing*."

2. Districts are the creatures of Synod, and exist by synodical authorization. District programs are first and foremost synodical activities.

3. The Synod meets in convention *annually*. It meets at the present time in *general* convention every three years, and in regional or *District* conventions the other two years.

4. The colleges and seminaries of the Synod are creatures of the Synod, properly supported by the Synod, and responsible to the Synod.

When the Synod meets in general convention at Cleveland in 1962, we would advise the adoption of the proposal defeated at San Francisco, namely, that Synod meet biennially in general convention in the future. We believe that unity of purpose in the Synod will be enhanced by a more frequent drawing together of a growing church.

M. L. K.

My Opinion Re San Francisco Convention

This is in response to a request for some random reactions to the convention.

— It was exhilarating to be an eyewitness of Jeffersonian democracy in action. The officialdom of the Missouri Synod is to be congratulated on the way it extended itself to grant the privilege of free speech.

— The services related to keeping the convention on schedule and the delegates adequately informed were superb.

— The frequently expressed concern for growth of the church and the salvation of souls was heart-warming.

— It was a refreshing change to hear an occasional expression from a representative of the prime supporters of the church — women.

— The number of people presented as doctors made a person feel that he was attending a convention of the AMA. It may be in order henceforth to address people with professional rather than honorary titles, especially since colleges and universities seem to have forgotten that their fundamental concern should be scholarship. It is apparent that they are granting degrees for almost any human virtue. May they declare a moratorium on the abuse of their privileges.

— A bottom was reached when a resolution was passed to have good English used in the resolutions. But, since it happened, perhaps another should have been passed to have people who can spell print the running announcements.

— In the future such expressions as "I am sure all the clergy will agree with me" — "I am confident that the people in my District will subscribe to my opinion when I say" — "It is safe to say that I am reflecting the opinion of my colleagues on the college faculties" — should be barred. These expressions are persuasive; they carry weight, but they are not intellectually honest.

— Something else which borders on intellectual dishonesty is the abusive use of statistics, especially when comparisons are made or percentages are used. No, these things are not done with malicious intent. We can assume that lack of acquaintance with approved statistical techniques and privileges associated therewith is responsible for the abuses.

— One often wonders what carries more weight in a convention — a dramatic bass voice or a penetrating understanding.

— Perhaps much time could be saved and greater tribute would be paid to heroes of the Cross if a daily "Who's Who in the Missouri Synod" would be printed during the convention.

— Since all the resolutions are printed, perhaps the practice of reading many of them could be dispensed with, particularly the "Whereases." It is reasonable to conclude that the diligent delegates have studied them and are not wasting Synod's time with hurried opinions. Furthermore, many of the resolutions are routine and need nothing more than the assent of the assembly.

— There should be a fixed rule that if a person is a member of a committee or commission or board he thereby automatically declares himself ineligible for any position he has helped to create at the time he was functioning as a member of said committee or commission or board.

— How unfortunate it is to have local dirty linens hung on big Synod's outdoor clothesline. If "grass roots" administrators would assume their responsibilities, at least some, perhaps many, unsavory situations could be avoided.

— Was progress in evidence? Definitely. An assembly of dedicated courageous Christians went to San Francisco to "strengthen the bonds and lengthen the cords." They did!

H. G.

Continue in My Word

That is the theme of Lutheran Education Week. The dates are Sept. 27—Oct. 3.

There are times when a person is urged to ask the question "Why set aside a week to give special attention to inevitables, especially those which are obviously necessary and good?" The answer is that the good things in life do not automatically perpetuate themselves. They must be maintained with a spirit of diligence and vigilance.

It is easy to grow drowsy from the effect of ceaseless repetition. Periodically routines must be disturbed in a dramatic and constructive way. The mission Sunday of years past, when spiritual brothers and sisters gathered from far and wide to be reminded of their obligations to teach Christ to the nations, surely had many merits. A Christian-education emphasis week can likewise generate a renewed sense of responsibility.

The Board of Parish Education has prepared a packet of materials which provides suggestions for many educational and promotional activities. They are of superior quality and deserve, yea demand, your serious concern.

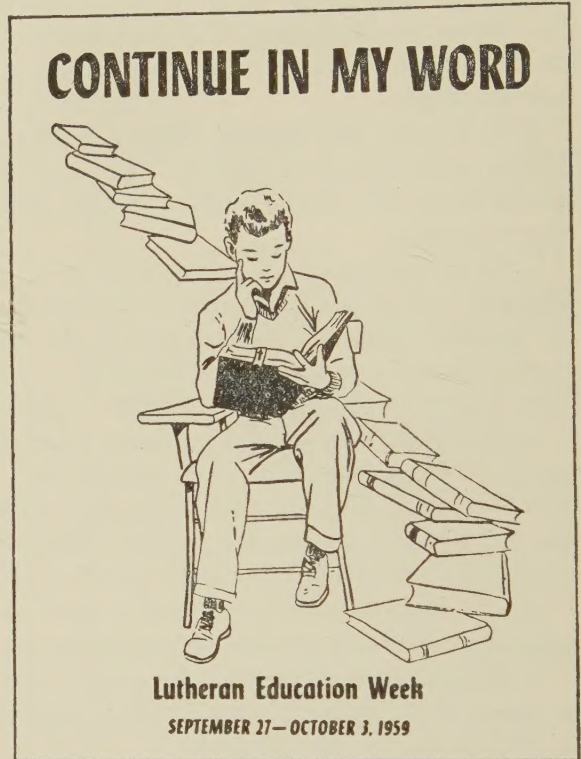
H. G.

Physical Education and Velvet and Nonsense

As an outgrowth of present thinking which regards physical education as a means of developing the "whole" child through the use of big muscle activity, an increasing number of Lutheran schools have included physical education as a part of the curriculum.

It is gratifying to this writer and many other people that a great deal of interest is being generated toward solving the problems of providing facilities, equipment, and in some cases, additional personnel which can adequately meet the standards of this comparatively new medium of education.

A great deal of support and impetus can be gained for this movement through a co-ordinated, enlightened congregation led by an organization of



the congregation, such as a parent-teacher league or a school auxiliary. In many cases their support becomes so zealous that they take steps to finance the proposed program. However, most of them lack the philosophy as well as the finances to provide a vital, ongoing program with suitable equipment and materials for an effective educational experience. The program thus becomes a short-lived, fleeting experiment based on velvet treasuries and dependent on such things as changes in the executive boards of congregational organizations, success or failure of special fund-raising projects, or sporadic donations of a constituent.

If, however, physical education is regarded as a desirable educational experience necessary for the training of the whole child — this it must be to receive an allotted period of time in the school day — then the board of education must provide funds for this cause in precisely the same way that it finances the other areas of education.

There are at least four advantages in this method of financing: (1) The procedure helps to remove the outside domination which characterizes this area and which leads to unfavorable interscholastic contests; (2) there is incentive to make it a program of planned experiences worthy of the use of school funds; (3) there is added opportunity for the organizations within the congregations to support financially the whole plan of Christian education rather than merely a part of it; (4) it permits regular budgeting procedures, i. e., it anticipates the needs of the area prior to the time of expenditure and insures the necessary economies.

Granted, there are a number of congregations which are already experiencing budget problems. However, can many resist the impact of a popular, nationwide trend that is based on complete growth and development of boys and girls? This movement can succeed, but financial support must come from the general school fund. It will come when the congregation is awakened to the total needs of its youth.

HAROLD BROCKBERG

A FEW FACTS

— In 1957 the average hourly earning of a steel worker in West Germany was 68 cents, and in Japan it was 41 cents. In the United States it was \$2.92.

— A four-foot layer of sea shells was found on the Vermilion Range near Jasper Peak in Minnesota. The shells were 12 feet below the surface of the soil, on top of an iron ore deposit.

— Less than 2 per cent of a tin can is tin. Over 98 per cent is iron.

— More than 42 billion tin cans are made annually in this country. This amounts to about 860 a family.

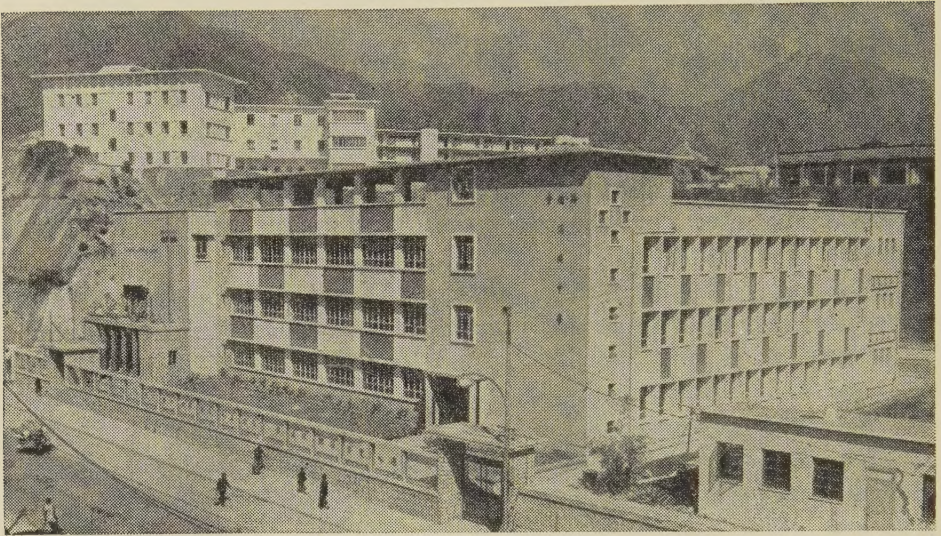
— The geographic center of steelmaking capacity in our country moved westward. Right now it is in Ohio close to the Indiana border.

— It takes 728 tons of steel to drill a 10,000-foot oil well.

— In 1958 the average hourly income of people involved in manufacturing in the United States was \$2.15.

Missouri Synod's Largest School

LORRAINE BEHLING



When The Lutheran Church — Missouri Synod convened at San Francisco in June, it was announced that its largest school is in Hong Kong. Miss Lorraine Behling, a member of the Hong Kong mission staff, was at the convention and graciously consented to an interview by the editor of LUTHERAN EDUCATION.

Editor: *What is the name of Synod's largest school?*

Lorraine Behling: You could probably guess the answer to that one. It is Concordia Lutheran School.

What is the organizational pattern?

That is similar to many schools in the United States. We have a Kn-6-3-3 system. However, it should be added that the high school or secondary school has just been started.

How many students are there in the school?

The enrollment now approximates 1,100.

What kind of facilities do you have to accommodate that many children?

The building has 18 classrooms, several science laboratories, an assembly hall, offices, library, etc. Let me answer in a summary fashion by saying that it has the equipment of a modern American school.

How much did this cost?

The government provided the land. To build and equip the school cost about \$115,000. The value of land and building is now estimated to be about \$500,000.

How many teachers do you have in the school?

There are five people on our mission staff, but they do not devote their full time to teaching. The other teachers are Chinese. There are about 30.

Are the Chinese teachers Lutheran?

Almost all of them are members of our church. It may interest you to

know that a surprisingly large number of Chinese refugees are teachers. In fact, we are able to staff our high school with university graduates.

How is the factor of providing Christian education taken care of?

Mr. Melvin Kieschnick, the supervisor of education in all Lutheran schools in Hong Kong and Macao, conducts a program of in-service training. However, he is in urgent need of help. Someone must be found who can conduct classes in Christian doctrine, education, and music.

Since you already have about 70 teachers now in Hong Kong and Macao, couldn't you use a teachers college?

Of course we could use it, but its realization seems to be quite distant.

Who supports Concordia Lutheran School?

I think I can truthfully say that it is self-supporting. Remember, our American staff receives support from the Mission Board, but these people are involved in many kinds of services. The school's operational cost is taken care of by tuition fees.

What is the tuition?

Tuition is a variable. The range is from the equivalent of about \$4.00 per month in the lower grades to \$7.00 in the high school.

Can the parents afford fees of this size?

Some can. Parents make great sacrifices to assure a good education for their children. Education is looked upon as the only panacea for their problems.

I suppose some of their children lack adequate food.

This is true. We try to assist with free milk provided by Lutheran relief agencies.

What about clothing?

Both boys and girls are required to wear specially designed clothing. All boys and all girls are dressed alike.

Do the children go to school five days a week as they do in America?

No, Chinese children go to school six days a week.

How many hours are they in school each day?

In the primary school from 9 A. M. to 4 P. M. In the high school from 8:20 A. M. to 4:40 P. M. However, there is a 1½-hour free period at noon.

How many different subjects may a student in high school study at any one time?

Up to 13, but there are no study periods during the school day.

Would you judge the students at Concordia in Hong Kong to have about the same academic competencies as those at similar grade levels in the U. S.?

I am persuaded that the standards are higher in Hong Kong. A greater sincerity with respect to purpose seems to prevail there.

Are there any electives in the academic program?

No, no electives.

How is formal religious education provided for in Concordia Lutheran School?

On two of the six days there are chapel services. On the other four days a regular period for teaching the truths of the Bible has been set aside.

Apart from religion, which substantive academic area receives most attention.

Science. Chinese look upon science as the one great hope to solve many of their problems related to material needs.

What other kinds of regular schools do you have besides Concordia?

At present there are two types, village schools and roof-top schools.

What is a roof-top school?

Huge H-shaped apartment buildings are being constructed to take care of some of the two million plus refugees. Churches are encouraged to establish schools in spaces provided on the roofs. We have several of these. There are three shifts of children per day in these schools. Tuition is 50 cents per month.

A few more questions with regard to Concordia Lutheran School. What is the sex ratio?

About two thirds of the pupils or students are boys.

How about the health factor?

The incidence of TB is high, but other diseases are quite common also. Health is necessarily a more urgent concern in Hong Kong than in most regions of the United States.

What is the potential of opportunity for a program of Christian education in Hong Kong?

The potential seems to be unlimited. The field is ripe. Laborers for the harvest are the urgent need.

Do you have any other problems beside staffing the school?

Surely.

Name a few.

Keeping the school truly Christian; meeting Government regulations; dealing with a culture which is partly Oriental and partly Western; providing Christian textbooks and literature; combating communism; getting students and teachers to make sincere commitments to Christ. As you can see, some of our problems are the same as those that exist in the Lutheran schools of the United States.

Monkeybizzness. — A public school superintendent reported the following at a state teachers convention.

He went into a schoolroom and found a tree (a paper cutout) attached to the bulletin board. A number of paper monkeys were hanging on the branches. Each monkey had the name of one of the children in the classroom on it. When the superintendent asked about its purpose the teacher explained that a money-raising project was under way. If a child brought the required sum, the name was removed from the tree. If not, the child stayed there as a monkey.

The superintendent presented the case to illustrate absence of common sense and tact. — HERBERT H. GROSS

A Year's Schedule of Children's Chapel Services*

WALTER BECKER and KARL G. SCHMIDT

In this schedule of weekly chapel services for children it is our aim to supply a planned, unified, and integrated liturgy that will provide the children real and meaningful worship experiences. This schedule, we hope, will serve as a tool when acquainting the pupil with the nature and the "how" of worship. Having this schedule for the entire year in advance not only makes possible but should encourage weekly preparation in the classroom for the chapel service.

The offerings have been designated for certain missions, benevolences, and charitable organizations for a period of a month each. The charities listed are mere suggestions for purposes of motivation and are to be altered to meet the wishes of each school. During the first service of the month some specific attention should be given to this beneficiary.

The Lutheran Hymnal and *The Children's Hymnal* were used as the source of hymn choice. It is realized that there may be a more appropriate hymn to be used for a specific service, but the selection was limited to a choice of hymns to be found in both hymnals, since most schools have access to either hymnbook.

To gain additional active participation in the service on the part of the pupil, capable children might be asked to read the Scripture lesson of

the day or to offer a prayer. Instead of the congregation of children singing both suggested hymns, specific groups might provide special renditions of anthems and hymns.

The Way of the Cross, suggested for the Holy Week worship, is a prepared service for children and is available from Concordia Publishing House.

It is suggested that the accompanying orders of services be duplicated, put into book form, and placed into the hands of the children. There might be value in duplicating the schedule of services and placing it into the home of the child.

No. 1

ORDER OF SERVICE FOR OPENING AND CLOSING OF SCHOOLS

Pastor: In the name of the Father and
of the Son and of the Holy Ghost
Children: Amen (spoken)

HYMN

Pastor: O Lord, open Thou my lips
Children (chant): And my mouth
shall show forth Thy praise

Pastor: Make haste, O God, to deliver me

Children (chant): Make haste to help me, O Lord

GLORIA PATRI

THE PSALM (read responsively)

COLLECT FOR THE DAY

Children: The Ten Commandments

HYMN

(Continued on page 13)

* A paper prepared for a class taught by Dr. Thomas Coates on "The Nature and Expression of Christian Worship" at Concordia Teachers College, River Forest, July 1959.

Date	Theme	Topic	Order of Service	Scripture Lesson	Hymns	Offering
Sept. 9	Christian Education	Learning to Know Jesus	No. 1	Psalms 1 John 8:12-19	339 (L. H.) 120 (C. H.) 416 (L. H.) 159 (C. H.)	Mill Neck Manor
Sept. 16	"	Learning to See Jesus	The Matins	John 1:29-39	16 (L. H.) 77 (C. H.) 428 (L. H.) 132 (C. H.)	"
Sept. 23	"	Learning to Listen to Jesus	"	Luke 8:4-15	540 (L. H.) 83 (C. H.) 285 (L. H.) 155 (C. H.)	"
Sept. 30	"	Learning to Follow Jesus	"	Mark 1:16-20	5 (L. H.) 75 (C. H.) 422 (L. H.) 174 (C. H.)	"
Oct. 7	Reformation	Luther, the Missionary	No. 3	Acts 8:26-39	27 (L. H.) 116 (C. H.) 507 (L. H.) 203 (C. H.)	Korean Mission
Oct. 14	"	Luther, the Composer	"	Ps. 95:1-7	473 (L. H.) 189 (C. H.) 261 (L. H.) 74 (C. H.)	"
Oct. 21	"	Luther, the Translator	"	Prov. 2:1-9	538 (L. H.) 84 (C. H.) 49 (L. H.) 157 (C. H.)	"
Oct. 28	"	Luther, the Reformer	"	Psalms 46	53 (L. H.) 224 (C. H.) 262 (L. H.) 72 (C. H.)	"
Nov. 4	Thanksgiving	I Give My Hands to Jesus	No. 2	John 12:1-8	15 (L. H.) 242 (C. H.) 400 (L. H.) 176 (C. H.)	Local Orphanage
Nov. 11	"	I Give My Gifts to Jesus	"	Ex. 36:1-7	399 (L. H.) 175 (C. H.) 441 (L. H.) 148 (C. H.)	"
Nov. 18	"	I Give My Voice to Jesus	"	Psalms 100	30 (L. H.) 109 (C. H.) 36 (L. H.) 117 (C. H.)	"
Nov. 25	"	I Give My All to Jesus	"	Luke 10:38-42	39 (L. H.) 110 (C. H.) 574 (L. H.) 101 (C. H.)	"

Dec. 2	The Coming of Jesus	Jesus Comes as Our Shepherd	No. 4	Psaln 23	62 (L. H.) 5 (C. H.) 648 (L. H.) 275 (C. H.)	Bethesda
Dec. 9	"	Jesus Comes as Our Friend	"	Matt. 14:13-21	66 (L. H.) 1 (C. H.) 457 (L. H.) 260 (C. H.)	"
Dec. 16	"	Jesus Comes as the Way	"	John 14:1-6	73 (L. H.) 4 (C. H.) 410 (L. H.) 184 (C. H.)	"
Dec. 23	"	Jesus Comes as the Promised Christ	"	Luke 2:1-20	94 (L. H.) 18 (C. H.) 87 (L. H.) 9 (C. H.)	"
Jan. 6	The Christian Life	The Life of Love	No. 7	John 15:12-17	131 (L. H.) 29 (C. H.) 127 (L. H.) 30 (C. H.)	Negro Missions
Jan. 13	"	The Life of Service	"	John 12:23-26	245 (L. H.) 252 (C. H.) 439 (L. H.) 181 (C. H.)	"
Jan. 20	"	The Life of Patience	"	Rom. 5:1-6	54 (L. H.) 229 (C. H.) 409 (L. H.) 262 (C. H.)	"
Jan. 27	"	The Life of Joy	"	Psaln 30	657 (L. H.) 253 (C. H.) 354 (L. H.) 233 (C. H.)	"
Feb. 3	My Country	My Country's Creator	No. 7	Psaln 8	15 (L. H.) 242 (C. H.) 39 (L. H.) 110 (C. H.)	Medical Missions
Feb. 10	"	My Country's Ruler	"	Rom. 13:1-4	19 (L. H.) 111 (C. H.) 584 (L. H.) 223 (C. H.)	"
Feb. 17	"	My Country's Preserver	"	Deut. 8:11-20	399 (L. H.) 175 (C. H.) 31 (L. H.) 273 (C. H.)	"
Feb. 24	"	My Country's Hope	"	Deut. 28:1-9	578 (L. H.) 219 (C. H.) 577 (L. H.) 220 (C. H.)	"
Mar. 2	Passion Hymns	Sweet the Moments	No. 5	Matt. 20:17-19	159 (L. H.) 34 (C. H.) 155 (L. H.) 36 (C. H.)	New Guinea Missions

Mar. 9	"	Lamb of God, Pure and Holy	"	Is. 53:6-9	158 (L. H.) 32 (C. H.) 146 (L. H.) 33 (C. H.)	"
Mar. 16	"	Christ, the Life of All the Living	"	Luke 23:13-25	657 (L. H.) 253 (C. H.) 151 (L. H.) 39 (C. H.)	"
Mar. 23	"	O Sacred Head, Now Wounded	"	Is. 53:3-5	185 (L. H.) 40 (C. H.) 172 (L. H.) 41 (C. H.)	"
Mar. 30	"	When I Survey the Wondrous Cross	"	Luke 23:44-49	354 (L. H.) 233 (C. H.) 175 (L. H.) 42 (C. H.)	"
April 6	Palm Sunday	Jesus, My King	"	Matt. 21:1-9	161 (L. H.) 239 (C. H.) 160 (L. H.) 234 (C. H.)	Civic Charity
April 13	Calvary	The Way of the Cross				"
April 27	Resurrection	You, Too, Shall Live	No. 6	John 11:19-27	208 (L. H.) 47 (C. H.) 200 (L. H.) 45 (C. H.)	"
May 4	Witnessing	Witnessing by Telling	No. 7	John 1:38-46	3 (L. H.) 79 (C. H.) 496 (L. H.) 193 (C. H.)	Local Missions
May 11	"	Witnessing by Living	"	Luke 10:25-37	399 (L. H.) 175 (C. H.) 423 (L. H.) 243 (C. H.)	"
May 18	"	Witnessing by Worshipping	"	1 Chron. 16:8 to 12, 28, 29	239 (L. H.) 68 (C. H.) 237 (L. H.) 232 (C. H.)	"
May 25	"	Witnessing by Preaching	"	Mark 16:14-20	215 (L. H.) 58 (C. H.) 501 (L. H.) 194 (C. H.)	"
June 1	Christian Family	Christian Sons and Daughters	"	2 Tim. 1:1-9	412 (L. H.) 257 (C. H.) 391 (L. H.) 185 (C. H.)	Lutheran Hour
June 8	"	Christians Brothers and Sisters	No. 1	Psalms 1 Gen. 45:1-5	286 (L. H.) 163 (C. H.) 268 (C. H.)	"

SERMON

OFFERING

CLOSING PRAYER

LORD'S PRAYER

BENEDICTION

SILENT PRAYER

No. 2

ORDER OF SERVICE
FOR THANKSGIVING*Pastor:* In the name of the Father and
of the Son and of the Holy Ghost*Children:* Amen (spoken)

HYMN

Pastor: The Lord is good to all, and
His tender mercies are over all His
worksGLORIA IN EXCELSIS (*The Lutheran
Hymnal*, p. 17)

PRAYER OF THANKSGIVING

SCRIPTURE LESSON

Children: First Article with Explana-
tion

HYMN

SERMON

OFFERING

LORD'S PRAYER

BENEDICTION

SILENT PRAYER

No. 3

A GENERAL ORDER OF SERVICE

Pastor: In the name of the Father and
of the Son and of the Holy Ghost*Children:* Amen (spoken)

HYMN

COLLECT FOR THE WEEK

SCRIPTURE LESSON

NICENE CREED (*The Lutheran Hym-
nal*, p. 22)

HYMN

OFFERING

THE MORNING SUFRAGES (*The Lu-
theran Hymnal*, p. 115)

No. 4

ORDER OF SERVICE FOR ADVENT

Pastor: In the name of the Father and
of the Son and of the Holy Ghost*Children:* Amen (spoken)*Pastor:* Tell ye the daughter of Zion,
Behold, thy King cometh unto thee

HYMN

Pastor: Oh, come, let us worship the
LordTHE VENITE (*The Lutheran Hymnal*,
p. 33)

SCRIPTURE LESSON

APOSTLES' CREED

Children: chant the Magnificat (*The
Lutheran Hymnal*, p. 43)

SERMON

OFFERING

COLLECT FOR THE WEEK

LORD'S PRAYER

BENEDICTION

SILENT PRAYER

No. 5

ORDER OF SERVICE FOR LENT

Pastor: In the name of the Father and
of the Son and of the Holy Ghost*Children:* Amen (spoken)*Pastor:* Christ became obedient unto
death*Children:* Even the death of the cross

HYMN

SENTENCES

Pastor: If we say that we have no sin, we deceive ourselves and the truth is not in us

Children: If we confess our sins, He is faithful and just to forgive us our sins and to cleanse us from all unrighteousness

COLLECT FOR THE WEEK

SCRIPTURE LESSON

HYMN

SERMON

OFFERING

LUTHER'S MORNING PRAYER

BENEDICTION

THE AGNUS DEI (*The Lutheran Hymnal*, p. 28)

No. 6

ORDER OF SERVICE FOR EASTER

Pastor: In the name of the Father and of the Son and of the Holy Ghost

Children: Amen (spoken)

HYMN

SENTENCES

Pastor: This is the day the Lord hath made

Children: We will rejoice and be glad in it

Pastor: He is risen

Children: The Lord is risen indeed. Alleluia

Pastor: Oh, sing unto the Lord a new song

Children: For He hath done marvelous works

Pastor: Our Lord Jesus said, I am the Resurrection and the Life. He that

believeth in Me, though he were dead, yet shall he live

Children: And whosoever liveth and believeth in Me shall never die

COLLECT FOR THE DAY

SCRIPTURE LESSON

THE NICENE CREED (*The Lutheran Hymnal*, p. 22)

ANTHEM

HYMN

SERMON

OFFERING

PRAYER

LORD'S PRAYER

BENEDICTION

DOXOLOGY

No. 7

A GENERAL ORDER OF SERVICE

Pastor: In the name of the Father and of the Son and of the Holy Ghost

Children: Amen (spoken)

HYMN

SENTENCES

Pastor: The Lord is nigh unto all that call upon Him

Children: To all that call upon Him in truth

Pastor: O Lord, open Thou my lips

Children: And my mouth shall show forth Thy praise.

GLORIA PATRI

SCRIPTURE LESSON

UNISON PRAYER (select from *The Lutheran Hymnal*, p. 102)

HYMN — SERMON — BENEDICTUS

OFFERING — PRAYER — BENEDICTION

Full Art Programs in Our Secondary Schools

GERALD F. BROMMER

THE CRISIS OF ADOLESCENCE

Crisis means passing from one stage to another under great difficulty. This is true physically, emotionally, or mentally. When the body is undergoing an operation the time that it needs to adapt itself to the new status created by the operation is called a crisis. Since adolescence is considered as a stage in the development of human beings, this crisis is connected with the difficulties of passing from one developmental stage to another, from the period of childhood to that of maturity.¹

That this is a period of decisive changes can be seen in the different behavior reactions and attitudes of people before and after adolescence. How often do we experience such sudden changes from happy, open-minded children to shy and serious-looking youths!² All we need do is look over the average high school class, and we find both extremes in physical, emotional, and mental development. Many of our students are going through this crisis that we call adolescence, and it is part of our task to make this state of change an enjoyable and useful period in their lives.

The art program jumps into this situation with both feet. Here the shy

girl has an opportunity to work on her own and produce work for the viewing of others. Here she receives open praise from the teacher and students alike. Here she becomes a working member of her group and the school community.

In the art program the overbearing boy can become cognizant of the merits in the work of others. He becomes appreciative of the talents and abilities of his classmates and learns to express this appreciation. Here the student can work with his hands and mind and learn to co-ordinate his efforts. Mental growth takes place along with opportunities for emotional outlet and cultural appreciation.

In the full art program the better art student can improve his capabilities in preparation for college or art school, and the average or below-average art student can become appreciative of the abilities and talent of others as well as improve his own ability and knowledge of techniques.

The art program provides workshop-type activities in an atmosphere conducive to learning and the broadening of student ability. It generates an ideal climate for feelings of accomplishment, observation, co-operation, appreciation, and growth in mental and creative abilities.

This article, though not written to extol the value of the art program as such, will make it clear that art certainly offers a variety of possibilities in rounding out the school curriculum. The art program should certainly not be eliminated or cut short

¹ T. Munro, "Adolescence and Art Education," in *Methods of Teaching the Fine Arts* (Chapel Hill: University of North Carolina Press, 1935).

² Viktor Lowenfeld, *Creative and Mental Growth* (New York: The Macmillan Co., 1952), p. 225.

in the school's curriculum planning, since it holds such a vital place in the individual's mental, emotional, and cultural development.

THE STEWARDSHIP OF TALENTS

The art program offers a double-barreled advantage to the school curriculum. It allows full development opportunities for the serious art student and promotes the growth of an awareness in all who take art courses of the art field and its role in our culture. Through activities and displays the entire student community becomes aware of the increasing importance of beauty and design in our present living patterns.

The student who has special ability in the field of art should put some God-given artistic talent to work. The Lord certainly doesn't bestow such gifts on His children that they may be ignored, but rather that they be developed and used in the furtherance of His work on earth. There is no reason why such talents must be negated in our Lutheran high schools or in Synod's prep schools. If the talents of music, speech, and athletics are developed and elevated to positions of honor in our school communities, the talent of an art ability should at least receive the recognition of having classes in the curriculum that he may take.

The serious art student can make a multitude of contributions to the church's program. Opportunities abound in Walther League, Sunday school, and church work. Posters, advertisements, decorations, crafts assistance in vacation Bible schools, displays, and work on church and league

news media are all excellent opportunities to put some God-given talent to work.

But still we owe this talent the benefit of a full development and the access to a fine Christian education.

Our church art has been painfully slow in developing, and it is sad but true that a great deal of our church architecture and design must be handled by people outside our own church. Music and art have developed side by side from the days of the Renaissance to the present, but this is not the case in our church. In our church the importance of music has caused it to develop so rapidly that it is out of proportion to the stage of development of our church art.

Our elementary schools are receiving more and more teachers that have received art backgrounds in their college training. They transfer their interest and enthusiasm to the pupils, and abilities in art begin to develop. But the only way we can insure an art-conscious laity and clergy is to develop a full art program at the secondary level. This means both in our Lutheran high schools and in our prep schools.

It is amazing how many young people come into the registrar's office and are rather shy about their background and ability in art. They get their programs nearly completed and perhaps need another class. When the registrar suggests the possibility of an art course, the student remarks that he does like to draw and dabble in paints and the like. But usually he is anything but enthusiastic. Why is this? Don't we encourage our children and young people enough?

Don't they recognize that the ability to draw and design is granted by God to everybody but of course not in equal measure? Don't they realize that to allow this talent to go to waste is poor stewardship on their part? Do we as Lutheran educators realize it?

If God has seen fit to bestow this talent on our youth, how can we sit back and allow it to be atrophied through lack of a full developmental program.

A great many students take an art course to find out what it is like. To these people we owe a great deal. For them this may be the only art course they will take. Here we must allow for an acquaintance with the field and its techniques and must develop an appreciation of the work and place of the artist in our churches and present-day culture.

These students come to us inquiring, and we dare not turn them away empty. Supplying a reservoir of information and acquaintance with techniques becomes all-important. Here is where we develop a potential appreciative clientele for the artists' works. Here are the future congregation leaders that must decide on our new church architecture and the spending of money for murals, decorations, and stained-glass windows.

To those who come seeking and asking we must show and answer. We must provide them with opportunities to become aware of the beauty in nature and in man's creations. We must provide them with a chance to seek and find for themselves a chance to work and develop, to ask and answer. We must be humble and earnest in our attempts to

assist in the growth of a God-given talent in our young people. It is our privilege to serve.

HOW DO WE DEVELOP THE PROGRAM?

The logical place to begin the development of a full art program is in our Lutheran high schools and our synodical prep schools. Here are the future teachers of our elementary and secondary schools, and here is where we must make our beginning. If we can develop the talent in our secondary schools, direct it toward our teachers colleges, and channel the resultant products into our elementary and secondary schools where they can influence thousands of God's children, the art content and awareness in our church will increase rapidly.

Many of our talented youth think that there is no room for them in our educational system, and they leave to study at other schools. Many programs are so crowded with "required courses" that the student with ability in art has no opportunity to take advantage of the few art courses that are offered.

The art teachers have to encourage our youth to go into the work of the church without knowing whether their ability will be used or not.

Another facet of the art field that is little explored is the actual spreading of the Gospel through the art media. Paintings, sculpture, and cartoons can be used to great advantage in bringing the saving message of salvation to souls that might otherwise not be reached. Here again we must begin training young men and women so they may have the correct

foundation in spiritual things when they begin such art careers. One reason why our church lags so far behind others in the various creative fields of religious and secular art is the fact that many of our talented youth must go without sufficient art courses at the secondary level.

OBJECTIVES OF THE ART PROGRAM

Objectives of any course or program must definitely be fitted to the program of the individual school and the type of plan that the instructor outlines for the year. Conversely, the program should be fitted to the outline of the basic objectives. There is no sense in listing a fine group of objectives if they are not met in the program.

The following group of objectives began with the set listed by the Curriculum Commission and has developed over a period of years. Each one is put down with a specific problem or project in mind that will satisfy that objective. Lists of objectives should therefore be varied at the grade levels so that they will be emphasized in the respective programs.

OBJECTIVES OF THE BASIC ART COURSE (ART I) — NINTH GRADE LEVEL

1. To begin growth in the understanding that God's handiwork in nature is the point of departure for beauty and design in art.
2. To begin to understand the basic elements of design — relating to proportion, harmony of parts, unity, structure, texture, shape, line, and color.

3. To experiment with various media and to become acquainted with technical aspects of several art forms.
4. To continue development of a basic art vocabulary.
5. To recognize the functional values of design in modifying our surroundings.
6. To acquire a growing experience with some of the great works of art.
7. To begin developing esthetic standards for the evaluation of works of art.
8. To require creativity in various phases of the total art field.
9. To develop an awareness that art ability is a *gift of God*, and should be developed and used in accordance with His Will and for the benefit of His kingdom.
10. To strengthen Christian attitudes — such as consideration for others, co-operation, neatness, and a readiness to develop any God-given talents.

At the second, third, and fourth year levels stress will be on furthering knowledge, strengthening techniques, and continuing and enriching the background developed in the Basic Art course. Also, there should be stress made to develop an attitude of individuality and independence in working in the art area, both in style and media.

The objectives should then contain emphasis on stewardship of talents, technical ability and knowledge, creativity and awareness, and the development of Christian attitudes.

SUGGESTED COURSE OUTLINE FOR A FOUR-YEAR PROGRAM

The art courses at the secondary level should allow the students opportunity for two types of work — disciplined work that will develop technique and knowledge of media, and creative problems that will exercise the mind and imagination. In choosing problems it should be kept in mind that the objectives must be satisfied, and an intensive program must be followed so that graduates will have sufficient knowledge and experience to move into art programs on the collegiate level.

Because of difficulties in concentration and interest spans at the secondary level, problems should be changed frequently, so that interest and enthusiasm are maintained. Two to three weeks is ideal, but some units will require only one week, while others will be worth repeating at intervals throughout the program.

It also is wise to alternate flat work with three-dimensional problems and to change from colored work to black and white. Besides the required classwork, students should be encouraged to enter their work in talent festivals, local and state fairs, scholastic art award competitions, and contests for poster or float designs. Advanced art students should be employed to design stage sets and aid in their construction when school plays or programs are prepared.

The following program is in operation at the Lutheran high school in Los Angeles, except for the fourth year, and this is anticipated during the next few years. The content of each unit may vary from time to time,

but the required media are the same. These are only basic plans. Lectures and quite a few one-day projects are not listed. Often the schedule must be either lengthened because of interest and development of ideas or shortened because of lack of enthusiasm.

At the Basic Art level we should attempt to acquaint the students with a wide variety of materials and techniques. This is done for two reasons: (1) for those that will take no other art courses, we should offer acquaintance with the entire field of art as far as media and technique are concerned, (2) for those going on in the field of art we should provide a broad base of activity and experience on which to develop our more advanced programs.

BASIC ART COURSE OUTLINE

Pencil drawing — 2 weeks

Contour drawing and shading techniques. Still lifes and action figure drawings as well as one scenic presentation.

Toothpick construction — 1 week

To develop freedom of expression.

Color orientation — 2 weeks

Work and lectures in theory of color and color harmonies. Crayon used in solving several color problems.

Black and white chalk drawings — 1 week

Still life subjects. Emphasis on shading and highlighting.

Figure drawing — 1 week

Pencil and charcoal drawings of student poses.

Wax resist designs — 1 week

Introduction to design and the wax

- resist technique. Use crayon, colored inks, and water color.
- Block printing — 2 weeks
Introduction to the graphic arts.
Potato printing and the linoleum block printing techniques.
- Lettering — 2 weeks
Printing. Pencil, Speedball pens, and brush and ink techniques.
- Poster work — 1 week
Development of poster technique.
Form, content, color, lettering.
- Christmas paintings — 1 week
Choice of media in presenting the Christmas story in art form.
- Collage — 1 week
Paper paste-up technique applied to objective work.
- Perspective — 3 weeks
Various forms of perspective.
Drawing of objects in one and two-point perspective.
- Tempera painting — 3 weeks
Use of the tempera medium for painting. Variety of painting techniques with the opaque medium demonstrated and used.
- Paper sculpture — 2 weeks
Introduction to the handling and forming of paper. Several three-dimensional problems.
- Pen and ink drawing — 2 weeks
Use of crow quill pen and India ink.
Variety of subjects.
- Experimental crayon — 1 week
Experiments in using crayon in variety of ways to develop unusual effects.
- Poster work — 1 week
Entries in the American Legion Poppy Poster Contest.
- Wash drawings — 1 week
- Technique of ink-water-brush. Emphasis on value contrasts.
- Figure sketching — 1 week
Putting the figure into paintings or drawings.
- Crayon and ink — 1 week
Scratch technique. Developing decorative designs.
- Soap carving — 2 weeks
Introduction to sculpture. Simple form and shapes.
- Experimental painting — 1 week
Creative work in variety of mixed media.
- Final project — 1 week
Choice of project to be equivalent to final examination.
- In second-year art we are dealing with students that have more than a passing interest in the field of art. Here we should begin to stress individuality in the created work. Building upon the background of the Basic Art program, we can work on problems that will both give the student immediate creative results and form the patterns for future work. Work should be a sufficient challenge so that at the end of the course the teacher and student will know if the latter has the wherewithal to pursue further art studies.

ART II COURSE OUTLINE

- Drawing — 2 weeks
Still life drawing both in contour and in round. Various media — pencil, charcoal, lithograph, and china marking pencils.
- Design problem — 2 weeks
Development of collage using the finder technique. Use of magazine materials.

Figure drawing — 1 week

Concentration on drawing action poses by student models.

Design problem — 2 weeks

Problems in use of line and shape. Line with shape and line independent of shape.

Experimental printing — 2 weeks

Various problems in printing techniques. Block, potato, monotype, and several experimental problems.

Papier mache — 2 weeks

Problems in technique. Construction of animal shapes.

Tempera painting — 3 weeks

Stress on design and composition. Landscapes and still life subjects.

Mobile construction — 1 week

Orientation toward design in construction in space.

Sketching — 1 week

Various subjects and media.

Pen and ink drawing — 2 weeks

Landscapes and still life subjects. Work for finished work.

Wash drawings — 1 week

Stress on light and dark value contrasts.

Water-color painting — 2 weeks

Picture sense, composition, value contrasts.

Wire sculpture — 1 week

Various types of wire to create interesting shapes. Either realistic or nonobjective.

Lettering — 1 week

Pencil and pen problems.

Church symbolism — 2 weeks

Review of church symbolism and development of own symbols. Introduction to church architecture.

Advertising design — 1 week

Lectures and collecting material for a notebook.

Posters — 1 week

Work for the American Legion Poppy Poster Contest.

Design problem — 1 week

Choice of problem — record cover, postage stamp, TV station break pattern.

Mosaic design — 2 weeks

Work in paper mosaic, using variety of paper materials.

Plaster sculpture — 2 weeks

Pouring of material and carving from plaster of Paris.

Figure drawing — 1 week

Review of fundamentals. Work from student models.

Monotype printing — 2 weeks

Development of technique. Variety of problems.

Final project — 1 week

Choice of project to be equivalent of final examination.

At the Art III level we are definitely dealing with students that have a deep interest in art, with perhaps the desire for a career in the field. Here we must offer sufficient meat so that the class is challenged and made to work with high achievement as the goal. Problems must have sufficient variety to stimulate interest and yet be mature enough to prepare for the college-level work. Design, mood, maturity of judgment, and critical analysis must be developed.

Where the third year might be the terminal program, a unit on careers, job opportunities, and art schools would be in order.

ART III COURSE OUTLINE

Design problem — 1 week

Choice of media. Development of fish or bird shape in design.

Sketching media — 1 week

Variety of subject matter and variety of media.

Experimental printing — 1 week

Design problems in various forms of printing. (Mounting problem included.)

Water-color painting — 2 weeks

Emphasis on picture sense and value balance and pattern.

Sculpture — 2 weeks

Sculpting in either plaster, balsa wood, or featherstone.

Monotype printing — 2 weeks

Encouragement toward experimentation in the media.

Serigraphy — 2 weeks

Problems in the silk-screen printing process. Christmas card designs.

Mobile construction — 1 week

Emphasis on design and content.

Religious art of the Renaissance — 2 weeks

Appreciation and some sketching from the works of this period.

Tempera painting — 2 weeks

Emphasis on content and composition.

Paper sculpture — 2 weeks

Three-dimensional problems and experimentation.

Lettering — 1 week

Problems in layout and lettering techniques.

Design problems — 3 weeks

Choice of problems in design. Car-

tooning, dress, aircraft, furniture, automobile, and package.

Church architecture and symbolism — 1 week

Stress on architecture — past and present.

Experimental art in three dimensions — 2 weeks

Work with plaster, string, thread, sticks, balsa, wire, etc.

Design — 1 week

Problem in lettering.

Poster — 1 week

Entries in American Legion Poppy Poster Contest.

Casein painting — 3 weeks

Introduction. Technique for both brush and palette knife work.

Papier-mache — 2 weeks

Problems in three dimensions. Painting and finishing.

Stained glass — 2 weeks

Painting on glass. Design and construction of stained-glass windows.

Experimental printing — 1 week

Various printing techniques.

Final project — 1 week

Choice of project to be equivalent to final examination.

Work at the Art IV level is definitely in preparation for art school or college work with the art major. At Los Angeles Lutheran High this program at the fourth-year level has not yet been undertaken, but it is being contemplated. What follows is simply a working outline of suggested content, with no basic problems in mind. This outline will be used for one year, with probable adjustments as to con-

tent or time coverage, and made a part of the curriculum only after trial and approval.

ART IV COURSE OUTLINE

Still life drawing — 1 week
 Figure drawing — 1 week
 Design problems — 2 weeks
 Sculpture problems — 3 weeks
 Water-color painting — 3 weeks
 Printing and graphics — 3 weeks
 Three-dimensional constructions — 2 weeks
 Design problems in clothes and transportation — 2 weeks
 Lecture series on current art trends — 2 weeks
 Painting in opaque media — 3 weeks
 Poster design — 1 week
 Mosaic construction — 3 weeks
 Career and job opportunities and scholarships — 2 weeks
 Advertising design — 2 weeks
 Sketching as basis for painting — 2 weeks
 Choice of problem and media — 4 weeks

The following chart shows a summary of time allotments and the distribution of skills that are stressed over the four-year program.

Area of Emphasis	Time Emphasized in Weeks			
	Basic	II Art	III Art	IV Art
Drawing	7	7	2	4
Painting	7	6	7	6
Design problems	4	8	9	6
Constructions	3	4	5	5
Perspective	3			
Experimentation	3			
Graphics	2	4	6	3
Lettering	2	1	1	
Posters	2	1	1	1
Sculpture	2	2	2	3
Church arch. and symbol.		2	1	
History			2	2
Careers, etc.				2
Choice of work	1	1	1	4

This program has proved to be a workable one and certainly is not the ultimate in art plans but can be in its basic pattern with parts being deleted or expanded without harm to the outline.

The art appreciation program at Lutheran High in Los Angeles is taken care of by a combined art and music appreciation class, hence no definite plan is followed throughout the four-year program in the art field.

It is hoped that this article will stimulate our art people to push for a complete art program in their schools, and that people outside the art field will see the validity of such a program in the schools supported by our church.

While a good education can be a great good, a bad education can be a great evil; it can be infinitely worse than no education at all. With a good education a child learns to think clearly and to draw sound conclusions from evidence; with a bad education he will learn to accept plausible falsehoods, to confuse propaganda with truth. With a good education he will come to cherish what is most worthwhile; with a bad education he will learn to value the trivial. With a good education he will learn to make ethical judgments even when they are unpopular; with a bad education he will learn to follow the crowd wherever it may lead him and to have confidence that he is right in so doing. — *The Bendix Line*

A MEMO FROM MO

September 1, 1959

Dear Olivia:

Hi, Teach! Miss Teach, that is.

Looking forward to another year? Good. But look forward while the looking is still possible. Because if what I read becomes contagious, in a few years you and I won't have any more years to look forward to.

All because of those newfangled teaching machines. There's the one developed by B. Frederick Skinner, for example. He's a psychology prof at Harvard, you know. Well, he has this little boxlike gadget which sports two small windows. Along comes a student and feeds a lesson card into the machine. The student looks through one of the windows, reads a problem, makes a record of his response, and then looks at the next frame to see if his response is correct. If all agrees, the student goes on to the next problem; if not, he first corrects his mistakes.

As if one of these doodads wasn't enough, along comes the Ford Foundation and gives Hamilton College in Clinton, N. Y., \$204,310 to experiment with a modified version of Skinner's machine. Hamilton is now making all kinds of plans to develop and test self-teaching machine materials for courses in logic, mathematics, French, German, and (well, well, Mr. S., the native returns) psychology.

And then there's the machine used at the New York Institute of Technology. This device, which took twelve years to develop, is a mechanical tutor. As the news report has it, the monster works like this:

It tests the student and records his answer as correct or incorrect. If the latter, it spurs the student on to rectify his mistake, making him repeat the problem until he has the right answer. This machine does not tolerate carelessness in pupils. "Listen, son," it said in a demonstration lesson, "you are being very careless. You really should study a lot harder."

Shades of Big Brother and George Orwell's 1984! How can a student beat a contraption like that? Why, it won't even let him argue back. It's a loveless, heartless, spirit-killing device.

Frankly, I'll take a good old-fashioned kind of teacher any day, one with life and breath, eyes, legs, and all the rest of the standard equipment. Maybe this kind is not so coldly competent as the new model, but who wants — or needs — cold competence?

Give me, I repeat, the good old-fashioned kind of teacher. The kind who can love because God loves, who can forgive because God forgives, who can nurture because God nurtures. The kind who can be all things to all people, who is a composite with "the energy of a harnessed volcano, the efficiency of an adding machine, the memory of an elephant, the understanding of a psychiatrist, the wisdom of Solomon, the tenacity of a spider, the patience of a turtle trying to cross the freeway in rush-tour traffic, the decisiveness of a general, the diplomacy of an ambassador, and the financial acumen of a Wall Street wizard."

Jane C. Butler wrote those last lines. Jane has still another description I like: "A teacher is Truth with chalk dust in its hair, Beauty with an aching back, Wisdom searching for bubble-gum, the Hope of the future with papers to grade."

I tell you what, Olivia, let's not worry about teaching machines. Let's just make sure we don't become one. Because how can a machine ever inherit the Lord's promise that "those who are wise shall shine like the brightness of the firmament; and those who turn many to righteousness, like the stars for ever and ever" (Dan. 12:3)?

Livingly yours,

MO

LUTHERAN EDUCATION ASSOCIATION

News of the workings of the LEA, an association of Lutheran educators devoted to the advancement of Christian education through:

LEADERSHIP SERVICE PROMOTION RESEARCH

THE CHILD IN CHRISTIAN WORSHIP

The 1959 *LEA Yearbook* bearing this title has received much notice and attention from pastors, teachers, and laymen. This worthy contribution to the advancement of Christian education was presented and discussed at the LEA convention on Aug. 3-4. The Study Group leader and editor of the yearbook, Pastor Roland Seboldt, has made available guidelines for studying the yearbook. The LEA will supply mimeographed copies to faculties, boards, and teachers' conferences upon written request to the LEA Financial Secretary, 7400 W. Augusta, River Forest, Ill.

Several hundred requests for the yearbook and/or LEA membership have come in as a result of the special offer "blurb" which was mailed to all pastors and teachers of Synod. The '59 Yearbook is one volume all pastors and teachers will want to own, read, study, digest, and use in home, school, and church worship.

Faculties would do well to spend a series of in-service training sessions with this yearbook as a basis for discussion. Extra copies may be ordered at the price of \$2.00, or received with the \$6.00 annual LEA membership fee.

ATTENTION: FALL CONFERENCE CHAIRMEN

High school and elementary school teachers' conferences will be meeting in the near future. LEA membership forms and information can be provided upon request to the LEA Financial Secretary. The new brochure, *LEA and NLPTL Information*, is available in bulk for distribution and includes a membership form. Above all, conference chairmen, be sure to arrange for someone to report on the work of the LEA.

LUTHERAN EDUCATION WEEK: SEPT. 27—OCT. 3

Each high school and elementary school teacher has an opportunity to personally promote Christian education during the week set aside for attention to education by our Synod's Board of Parish Education. Many new materials and ideas are to be found in the packet mailed to pastors, teachers, and Sunday school superintendents. Good planning and early planning are important, so take a good look at the materials and sit down with your local board and plan well. The new bulletins, *Handbook for Local Boards of Christian Education* and *The Lutheran Elementary School Principal*, should be made

available to educators and board members as soon as possible.

The new tract, *A Lift to Higher Levels — What the Lutheran Elementary School Means to Our Congregation*, by Pastor M. L. Seltz, should be read, studied, and digested by as many Lutherans as possible. Let us support and expand our Lutheran elementary and high schools to the best of our abilities.

OBJECTIVE 1

The LEA lists as its first of ten objectives, TO ASSIST THE CHURCH IN THE PROMOTION OF CHRISTIAN EDUCATION. This aim is obviously broad and vital. The association has accomplished much in promoting Christian education, although it is at times difficult to point to specific results. The more recent visible results could include the involvement of the NLPTL, now actively serving the cause of parent and home education, and the following yearbooks on topics of varied concerns and various agencies:

- *Lutheran Secondary and Higher Education for Effective Action*
- *Parish-School-Home Co-operation*
- *The Exceptional Child*
- *Readings in the Lutheran Philosophy of Education*
- *Tests and Measurements in Lutheran Education*
- *The Lutheran Parish in an Urbanized America*
- *The Child in Christian Worship*
- *The Child's Concept of God* (in production)

The annual conventions, which have always been of high caliber, have developed renewed interest in Christian education at all levels.

Areas which could possibly use more attention are research in Christ-centered high school and elementary school teaching, distinctively Lutheran textbooks and teaching materials, more Lutheran universities, and the development of supervision techniques for our Lutheran elementary schools with teaching principals.

The LEA board is constantly aware of the challenge that objective number one places before the membership. The interaction between individual members and the board is important in guiding the publishing and convention activities of the association. WHAT SHALL THE ASSOCIATION DO TO FURTHER ASSIST THE CHURCH IN THE PROMOTION OF CHRISTIAN EDUCATION? Write your answer to the LEA Board, 7400 W. Augusta, River Forest, Ill.

NEW "HOME" OFFICE

Ralph L. Reinke, our new financial secretary, has moved the LEA "home office" into a basement area beneath the recently constructed office space near the student union at CTC, River Forest. This space was granted by the administration of CTC for an operational center for mailing, storage, and association business. The LEA is appreciative of this arrangement, since it had been necessary to house all our records, printed matter, and office equipment in the dining room and pantry of our retiring financial secretary, Reuben Stohs. The Stohses are herewith thanked for their efficient services during the past three years.

CURRENT MEMBERSHIP

In the recent mailing of the *LEA News Letter*, it was noted that the membership now stands at a little over 1,900. The following listing by states will provide statistics for more vigorous membership promotion among teachers, pastors, and laymen.

Illinois	484
Wisconsin	205
Michigan	164
Missouri	157
Indiana	139
California	109

Nebraska	92
Texas	77
Ohio	63
Kansas	60
New York	51
Iowa	35

Other states were represented with about ten or less members. The principal of each high school and elementary school is the "key" person in effective every-teacher-a-member promotion. May we enlist your vigorous efforts for membership advancement?

LEWIS J. KUEHM

FITLY SPOKEN

— It isn't how much you know that counts, but what you can do with what you know.

— *Traffic sign near school*: Use your eyes and save the pupils. — *Exchange*

— One's attitude toward life is determined largely by one's altitude.

— How a man plays the game, shows something of his character. How he loses, shows all of it.

— Subtlety: The art of saying what you really think and getting out of range before it is understood.

— Refuse to believe everything you hear, and you will rarely be embarrassed by your bad judgment.

— A good writer is one who knows that little words never hurt a really big idea.

— Praying without giving is like trying to sew with an unthreaded needle.

— When we find Christ, we find *everything*; when Christ finds us, He finds *nothing*.

— Drivers are safer when roads are dry, and roads are safer when drivers are dry.

— People who say that the Bible is dry usually judge by a dusty cover.

— Patience on the road may often prevent patients in the hospital.

— A man shows what he is by what he does with what he has.

— Nature did not make your ears so that they could be shut but did a perfect job on your mouth.

Our Contributors

LORRAINE BEHLING, teacher, Concordia Lutheran School, Hong Kong.

WALTER F. BECKER, principal, Immanuel Lutheran School, Baltimore, Md.

GERALD F. BROMMER, art instructor, Los Angeles Lutheran High School

KARL G. SCHMIDT, principal, Central Lutheran School, Beecher, Ill.

CURRENT BOOKS AND PERIODICALS

The editorial group does not propose to abstract or review, but merely to supply descriptive notes which will aid teachers in selecting materials to meet their particular problems, needs, and interests.

Listing of a title does not constitute unqualified endorsement.

Your public library will gladly co-operate in making many of the books available to you.

The prices listed are the current list prices.

Contributors: Gordon O. Besch, James Boeringer, Harold Brockberg, Morella Mensing, Theo. Kuehnert.

BOOKS

EDUCATION

TEACHING THE KINDERGARTEN CHILD. By Hazel M. Lambert. New York: Harcourt, Brace & Company, 1958. \$4.50.

Teaching the Kindergarten Child is an excellent book about four- and five-year-olds, how they grow and learn. It is about teachers and what they can do to encourage the growth and learning of the children in their charge. This book is a must for kindergarten teachers as well as for college students who are planning to teach kindergarten. It is interestingly divided into the philosophic backgrounds of the kindergarten, the preschool education today, and the child development point of view; the child with its day, its dramatic experience in art, music, play, language, games, social experience and science; the teacher, school, parents, and community. Each chapter has discussion problems and suggested additional readings. A valuable appendix of informational material and selected films and filmstrips makes this book even more valuable and timely. It contains no picture illustrations, yet when the reader once begins to read this book he will want to finish it in one reading and use the acquired wealth of information and material. M. M.

TEACHING A UNIT IN ASTRONOMY. (Grades 1—9). By J. Russell Smith. New York: Vantage Press, 1958. \$2.75.

Did you know that you can get a small piece of a meteorite for your school at a very small cost? Did you know that you can demonstrate the conical movement of the earth's axis with a toy? Did you know that you can find your latitude with a piece of cardboard and the North Star? Did you know that you can in a very simple manner demonstrate why the moon looks bigger when it is rising than when it is overhead? Mr. Smith tells how. Mr. J. Russell Smith is a specialist in general science at Eagle Pass schools and director of the Skyview Observatory, Eagle Pass, Tex. He has dedicated this volume "to those excellent teachers who are constantly working to improve teaching."

In this age of satellites and space travel our youngsters look forward to learning more about our solar system and beyond. To help you with this phase of your teaching, Mr. Smith has written this book on astronomy. Whether you are teaching in grade one or grade nine, you will find clear concise explanations of astronomical phenomena, many student activities, and a wealth of sources of resource materials. In the opinion of this reviewer one of the most important contributions of this book is the comprehensive and extensive list of teaching aids and publications that are available in the area of elementary astronomy.

This book is published especially as an aid to the elementary science teacher. This reviewer recommends the purchasing of this book as part of your personal reference library alongside your other teaching resource materials in science. G. O. B.

CURRICULUM DESIGNS IN PHYSICAL EDUCATION. By Charles C. Cowell and Helen W. Hazelton. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1955. 394 pages.

Part I of this text deals with the foundations of curriculum development. Emphasis is placed on the nature of the individual and the conditions which are favorable to learning.

Part II discusses the implications of the curriculum. It answers clearly and implicitly such questions as, What experience should be selected in the curriculum? What are the characteristics of a good physical education program? What is the value of the unit approach in physical education? How is the curriculum evaluated?

Part III treats the organization of the curriculum in physical education. Chapters are devoted to grades and include the age characteristics of those in the grade as well as elaborate tables which point out developmental goals and the manner in which the goals are met. Units, activities within the units, and evaluation criteria are presented in chart form, progressing from nursery school through college. The charts combine only two grades. Thus a diagram is available for grades one and two, another for three and four, etc.

The authors have also included separate charts for each of the seven teaching areas of physical education: games, sports, and athletics; aquatics; rhythmical activities; self-testing activities; camping and outdoor activities; preventive and corrective activities; and social-recreational activities.

The text concludes with chapters on the intramural program and the interscholastic athletic program.

Suggested readings add to the utility of this book, which will readily be used by all teachers interested in physical education. It will have tremendous value to the beginning or experienced teacher in developing a program worthy of the Lutheran school curriculum.

H. B.

MARRIAGE AND FAMILY RELATIONS. An inter-disciplining approach. By Lawrence S. Bee. New York: Harper & Bros., 1959. 500 pages. \$5.50.

The content of this book is divided into five chief parts or sections. In Part I the author describes the different personality patterns which people carry into courtship and marriage. Part II discusses the preparation for marriage from dating to engagement. In Part III the marital experiences and problems of adjustment are presented. Part IV describes various family patterns which develop. Part V discusses disorganization and reconstruction of marriage patterns.

The book has been written especially for young adults. The content is based on scientific evidence from which the author makes deductions and suggestions which should help the reader toward a fuller understanding of self and of other people. Both objectives are of great importance for understanding successful marriage and happy family relationships. The book deserves a place on the shelves of libraries and on the lists of source books for courses on marriage and the family in colleges.

T. K.

RUTGERS UNIVERSITY MUSIC DICTATION SERIES. Prepared by A. Kunrad Kvam; Music Minus One, 719 Tenth Ave., New York 19, N. Y. 10 volumes. \$5.95 each, \$50.00 the set.

Ability to read music grows quickly when the process is put into reverse, e. g., by studying musical dictation. Teachers in elementary schools will greet this splendid release with acclaim if they are already teaching dictation; those who have not tried it will certainly be inspired to experiment. Beginning so fundamentally that only knowledge of letter names and staffs is required, and moving at a pace that average students can follow, the course carries the class to two-part dictation. The other theoretical aspects of music are clarified on the way, and the whole issue, beautifully packaged as well, employs every conceivable device to be helpful, efficient, and interesting. This reviewer honestly believes that time devoted to theoretical aspects of music — and it should be spent! — cannot be better invested in any other way than in this remarkable course.

J. B.

Books for Children and Teen-Agers

Childhood lasts only a little time, and books are a very important part of childhood; therefore it is essential that those books should be the best.

Hale, Jeanne, Editor in Chief; Johnstone, Muriel, Assistant Editor. Editors: Beust, Nora; Fenner, Phyllis; Leary, Bernice E.; Rely, Mary Katherine; and Smith, Dora V. **THROUGH GOLDEN WINDOWS.** E. M. Hale & Co. and Lothrop, Lee and Shepard Co., 1958.

Titles for Each Volume

- | | |
|---------|---|
| Gr. K-4 | MOSTLY MAGIC (Favorite Stories and Humor)
WONDERFUL THINGS HAPPEN (Adventure)
GOOD TIMES TOGETHER (Boys and Girls Around the World)
STORIES OF EARLY AMERICA (American History)
WIDE, WONDERFUL WORLD (Science and Nature) |
| Gr. 5-8 | FUN AND FANTASY (Favorite Stories and Humor)
ADVENTURES HERE AND THERE (Adventure)
CHILDREN EVERYWHERE (Boys and Girls Around the World)
AMERICAN BACKGROUNDS (American History)
MAN AND HIS WORLD (Science and Nature) |

Price to schools from E. M. Hale & Co., \$3.45 each volume. Trade edition distributed by Lothrop, Lee and Shepard Co., \$3.95 each volume.

This set of anthologies will be of value to parents and teachers who like the convenience of books that contain choice selections from children's literature. Some of the shorter works are printed complete, and the longer works are represented by samplings. Naturally, many of the selections are from staple volumes in libraries or staple pieces in anthologies of poetry and of folklore. Yet in these ten volumes a surprisingly large number of fine works, often missed by avid readers, are to be found. The editors of

the set have succeeded in the extremely difficult task of selecting material which is standard and conservative. However, in at least two of the ten volumes the aims of the editors are questionable. The history volume for the upper grades, with its poor title, seems unnecessarily fragmentary and omits several distinguished writers. Probably the aim of the volume — to present a pageant of our country both historically and geographically — is too broad.

The intent of the upper grades science volume, as indicated in its preface, is to inform. The inclusion of poetry in the book, some of it poor poetry, used pages that could well have been devoted to expanding the informative samplings.

Through Golden Windows is a set for browsing. It contains standard materials. The type is clear and clean, and the binding is attractive and sturdy. At the end of each volume appear four indexes. Two of them are special: one is a list of books from which the samplings have been taken; the other is a subject index that includes values for character training. One of the finest features of the set is its illustrations, the original ones for those selections where the original art is closely identified with the text, and pleasing new work by expert artists for other selections.

The Young People's Literature Board recommends this set for the home library, where the parents will use it for the motivation of good reading. The Board recommends it for schools where its purchase will not decrease the budget for individual books, and where the library is large enough so that the material in the set can be used as bait for the reading of individual books.

Gr. 6-9 **Whitney, Phyllis A. SECRET OF THE AGES 11-14 SAMURAI SWORD.** Westminster, 1958. 206 pp. \$2.95.

The setting of this fine story is the city of Kyoto, Japan. Tempted by a series of leading clues, 14-year-old Celia and Stephen, her 15-year-old brother, find themselves

completely intertwined in a mystery involving the ghostly ancestor of their unfriendly Japanese next-door neighbors. It is Celia, formerly looked down upon by her brother, who finally solves the mystery and gains her brother's respect. Besides being a well-paced mystery story, this book is a thoughtful analysis of the difficulties of three Americans, Celia, Stephen, and their grandmother, and an American-born Japanese girl in adapting themselves to the customs and habits of the Japanese people. The author's repeated attempts to break down the barrier between American and Japanese people slow down the story in places, but the sincere effort to tell an appealing story is well accomplished.

Besides accurate descriptions of a Japanese home, furnishings, customs, foods, and clothing, which make this book a valuable asset to any library, the author has included the values for character training of international understanding, aesthetic appreciation, and pleasing relationships between young and old.

Subject head: Japan — Stories

Gr. K-2 **Steiner, Charlotte. KIKI IS AN AC-**
Ages 5-7 **TRESS; illus. by the author. Doub-**
 leday, 1958. 32 pp., 7¼ × 9¼.
 \$2.00.

Children love to perform before an audience. Automatically they will place themselves in redhead Kiki's place as she prepares her part for a school play in this book, the seventh of a series about Kiki. An added attraction of this book is its capability of developing good attitudes. Kiki dreams of playing a main role, but is satisfied to be a mere flower in the woods.

Gr. K-1 **Zion, Gene. NO ROSES FOR HARRY!**
Ages 5-6 **Illus. by Margaret Bloy Graham.**
 Harper, 1958. 32 pp., 7¾ by
 10¾. Paper-board cover, \$2.50;
 library binding, \$3.35.

A sweater with roses in it is no wearing apparel for a spotted dog, even when it is a gift from Grandma, and Harry tried to lose it. Someone, however, always returned it to him. He finally disposed of it in a quite ingenious manner. The gay illustrations aid in telling this delightful story.

This book is as much fun as *Harry, the Dirty Dog* (1956, \$2.50, \$3.35).

Gr. 7-10 **Britten, Benjamin, and Imogen Holst.**
Ages 12-15 **THE WONDERFUL WORLD OF**
 MUSIC; illus. by Ceri Richards.
 Garden City, 1958. 69 pp., 12¾
 by 9¾. \$3.45. Prebound, 50
 cents net extra.

This book treats of the multiple phases of music in a way which is challenging to musicians as well as nonmusicians. Some of the areas covered are: Sound and Rhythm, Songs and Singers, Instruments and Players, Drama and Styles in Music. The authors do not hesitate to use technical musical terminology, but explain the terms so that children can understand them. There are a variety of illustrations in the book: photographs, charts, excerpts from the scores, reproductions of paintings and collages. The reader can learn much by examining them carefully. An index makes this book valuable for reference.

780.9 Music — History

Gr. 3-5 **Carroll, Ruth and Latrobe. TOUGH**
Ages 8-10 **ENOUGH AND SASSY; illus. by**
 Ruth Carroll. Walck, 1958. 64 pp.
 \$2.75.

The Tatum family was having hard times. If things didn't get better, Pa might have to sell Sassy, the pony. However, the crop was good, and the Tatums discovered that objects which they made from wood were bought eagerly by the tourists. Sassy's fall into a mica mine brought more good luck to the family. The plot is simple, the characters are believable, and there is a warm family relationship. Illustrations add much to the text.

Gr. 10-12 **Emery, Anne. A DREAM TO TOUCH.**
Ages 15-17 **Macrae Smith, 1958. 189 pp.**
 \$2.75.

Voices quarreling, oppressive heat, a police car prowling the streets below, filth — these are the elements of Marya's world as she climbs the worn steps of the crowded tenement building on Chicago's Weed Street to sleep in comparative peace on the roof. With a rare blend of true realism and good taste, the author has woven a mature and inspiring story of a 17-year-old girl's determination to use the gifts she has and contribute something worthwhile to the world in spite of her circumstances. Marya encounters both ecstasy as a triumphant violinist and scholar and heartache through her

love for Tony, whose dishonesty and misplaced values cause their separation. Marya's failings show her as a real person, but the final happiness and satisfaction that come to her are the result of ideals and attitudes that are as forthright and unswerving as her Polish-American parents. A valuable book for all teen-agers, especially those in circumstances similar to Marya's.

Gr. 6-8 **Farley, Walter. THE HORSE-TAMER;** Ages 11-13 **illus. by James Schucker. Random House, 1958. 175 pp. \$2.00.**

Bill Dailey was a professional horse tamer in the days when men needed horses to get around, but most of them didn't know what to do when their horses caused them trouble. Bill had been a carriage maker, but his love for horses caused him to go from county to county in the Eastern states, seeking peace for mistreated horses and showing wonderful feats of horse taming. An exciting and unusual story.

Subject head: Horses — Stories

Gr. K-2 **Coatsworth, Elizabeth. PIKA AND THE ROSES;** Ages 4-7 **illus. by Kurt Wiese. Pantheon, 1959. 30 pp. \$2.75.**

Pika is a rock rabbit who is carrying a rose as his contribution to the family haystack. As he reaches his destination, Weasel appears on the scene and chases Pika. All the rock rabbits rally to save Pika and succeed in outwitting Weasel. An appealing story, which gives a great deal of information about the habits of rock rabbits.

Gr. K-2 **Johnson, Crockett. HAROLD AT THE NORTH POLE;** Ages 5-7 **illus. by author. Harper, 1958. 46 pp. \$1.50.**

Gr. K-1 **Johnson, Crockett. HAROLD'S CIRCUS;** Ages 5-6 **illus. by author. Harper, 1959. 50 pp. \$1.50.**

Children will have fun with these new books about Harold and his purple crayon. In the first he searches for a Christmas tree, goes to the North Pole, finds Santa Claus snowed in and unable to deliver his presents. With the aid of his purple crayon, Harold takes care of everything and goes home to await the arrival of Santa Claus with his bag of gifts.

In the second, Harold tries his hand at performing in the circus. He walks a tightrope, acts the part of a clown, and is shot out of a cannon.

Gr. K-1 **Crowell, Volney. HOW TO HIDE A HIPPOPOTAMUS;** Ages 4-6 **illus. by author. Dodd, 1958. 28 pp. \$2.00.**

If you receive a real, live hippo from Africa, you will need a place to hide him. Where? In the living room, in a tree, behind a rock? At the end of this amusing story you will find that the very best place to hide a hippopotamus is in a herd of hippopotamuses, of course. Brief text and four-color pictures on every page make this a suspenseful picture story.

Gr. K-3 **Lauber, Patricia. RUFUS THE RED-NECKED HORNBILL;** Ages 4-8 **illus. by Polly Cameron. Coward-McCann, 1958. \$2.50.**

It's unusual for a real event to become a story for the picture-book set. A shipment of rufous-necked hornbills from Thailand was received in New York City for the St. Louis Zoo. Somehow one of the birds escaped into the business center of the city. The escaped bird, named Rufus by reporters, became famous for his sight-seeing adventures among the skyscrapers of Manhattan. How he was chased by the A. S. P. C. A. and captured in a pigeon coop makes a delightful story.

Gr. 4-6 **Marie Ponsot, editor. THE FAIRY TALE BOOK;** Ages 9-11 **illus. by Adrienne Segur. Simon & Schuster, 1958. 156 pp. \$3.95.**

This is a collection of twenty-eight stories from the French, German, Danish, and Russian folk tales. Some of the stories contain deviations from familiar versions. The lavish color and great detail of the illustrations make this a truly beautiful book, one which will attract children for its pictures alone.

398 Fairy Tales

Gr. 2-4 **Leaf, Munro. SCIENCE CAN BE FUN;** Ages 7-9 **illus. by author. Lippincott, 1958. 48 pp. \$2.75.**

By describing simple experiments, the author explains some of the fundamentals of science, such as the relationship of the earth to the sun and moon, plant life and animal life and the way in which they survive, gravity and electricity. The humorous illustrations help to show that *science can be fun*.

500 Science

Gr. 1-4 Milne, A. A. **THE WORLD OF CHRISTOPHER ROBIN**; illus. by E. H. Shepard. Dutton, 1958. 234 pp. \$3.95.

Ernest Shepard has drawn eight new illustrations in attractive colors for this one-volume edition of Milne's books of poetry: *When We Were Very Young* and *Now We Are Six*. These full-page pictures give added pleasure to the well-loved poems. This is a companion volume to the *World of Pooh*, which contains Milne's two prose works about Winnie-the-Pooh: *Winnie-the-Pooh* and *The House at Pooh Corner*.

821 Poetry

Gr. 3-5 Sereby, Kate. **THE TENEMENT TREE**; illus. by author. Viking, 1959. 96 pp. \$3.00.

This is the story of a city boy's introduction to the wonders of nature. While visiting Aunt Trina in the country, six-year-old Tino finds a huge tree, inhabited by so many creatures that Tino compares it to a New York tenement building. He sees magic all around him, and his aunt records these things in text and pictures. An imaginative book for the sensitive reader, with very realistic drawings of animals and plants.

Gr. 7-10 Vance, Marguerite. **SONG FOR A LUTE**; illus. by J. L. Pellicer. Dutton, 1958. 160 pp. \$2.95.

Against the dramatic background of England's War of the Roses move the strange and oftentimes tragic events that lead to the crowning of pretty young Anne Neville and her cousin Richard as Queen and King of England. The Duke of Warwick, a once-brave but now traitorous father who bargains Anne and her sister into unwanted marriages; George, a treacherous cousin who kidnaps her; Edward, an unwise and foolhardy king, all play their part in making this a most exciting story. The dubious character of King Richard, whom Anne dearly loved, is exposed as truthfully as available facts will allow. The book is of value for its enlightenment on the times, the people, and the way in which many and varied characters caused this important moment in history to be what it was. A book of especial value to students of this period.

921 Richard III, King of England; Anne, Consort of Richard III, King of England

Gr. 3-5 Slobodkin, Louis. **THE SPACE SHIP RETURNS TO THE APPLE TREE**; illus. by author. Macmillan, 1958. 127 pp. \$2.50.

Marty, the little man from Martinea, returns to the apple tree on the farm of Eddie's grandmother, this time in a streamlined saucer, which looks to the ordinary person like a little green automobile. Marty and Eddy have exciting adventures as they explore the United States in the saucer which Marty is just learning to navigate. They overshoot Washington, D. C., completely and find themselves in Florida. They land on an Indian reservation, and Marty becomes an honorary Indian chief. Slobodkin's amusing illustrations add to the enjoyment of this science fiction tale.

Newberry, Claire. **WIDGET**; illus. by author. Harper, 1958. 27 pp. \$2.50.

Widget was a very little kitten who left her box to go exploring. She was having a good time until she met Pudge, the puppy next door. Mother Cat came to her rescue, and after that Widget was content to stay at home. The realistic pictures are soft and appealing and compensate for the rather slight story.

Subject head: Cats — Stories

Gr. K-3 Bulla, Clyde Robert. **THE VALENTINE CAT**; illus. by Leonard Weisgard. Crowell, 1959. 52 pp. \$3.00.

The little cat had an unusual mark on its forehead — a white heart. Life was hard for him until Tell found him and took him home. Tell was an artist, but he made a living working for a cobbler. The chimney-sweep Ketch caught the cat and used him to clean out the chimneys, pretending to have a magic broom. His pretense was discovered when he went to clean the palace chimneys. The cat played an important part in the Valentine parade and was instrumental in getting Tell a job at the palace, painting pictures on the walls. This story will have appeal at any time, in spite of its reference to Valentine's Day. Weisgard's illustrations of the cat are especially well done.

Valentine's Day — Stories

NEWS AND NOTES

OUR SEMINARIES AND COLLEGES

FACULTY CHANGES

Springfield

Dr. George J. Beto, former president of Concordia College, Austin, Tex., has assumed his duties as president of Concordia Seminary. He fills the position left vacant by the sudden death of Dr. W. A. Baeppler.

Lowell Eckert has been added to the staff as instructor in New Testament Greek.

River Forest

In recent months the following faculty members have left the staff:

John W. Klotz, chairman of the Natural Science and Mathematics Division, has accepted a call as professor of biology at Concordia Senior College, Fort Wayne. Dr. Klotz served on virtually every major faculty committee during his 13 years at River Forest. He was instrumental in beginning the scholarship program, and as chairman of the library committee he did much to build up the service and the activity of the library.

Reuben V. Stohs has resigned as assistant professor of physical education in order to do graduate work at Ohio State University, Columbus. Since 1954 Professor Stohs has coached basketball and baseball at the college.

Alfred H. Gras, at Concordia since 1950, has accepted a position at Chicago Teachers College. Professor Gras was assistant professor of music and director of the band.

Harriet Meyer has been honored with a Fulbright scholarship. She is planning to study voice in Freiburg, Germany, and to give several concerts. Mrs. Meyer has been an instructor in music since 1956. During the last two years she has also been a soloist and a member of the chorus for the Lyric Opera Company of Chicago.

Arthur Simon has completed his two-year

appointment as instructor in religion. He came to the college upon receiving his Master's degree in Sacred Theology from Concordia Seminary, St. Louis. He is accepting a call into the parish ministry.

Clayton Fischer, after being with the college for a one-year appointment as instructor in English, has accepted a position at the Denver Lutheran High School in Colorado.

Ronald E. Freudenburg, at Concordia since 1956, has accepted a call to St. John's School, Libby, Mont. He was an instructor in instrumental music.

August Prahlow, who has been a graduate assistant in social science, has accepted a call to Immanuel School, Valparaiso, Ind.

Charles Smith, after being with the college for a year as an instructor in music, has returned to his home in Nederland, Tex.

Mrs. Laura Mackensen, on the advice of her physician, is retiring as dean of women. Mrs. Mackensen came to the college in 1944. She participated in organizing dormitory life for women students and in developing the counseling and social programs on the campus. Working closely with the dean of students, she was a friend and counselor to men and women students alike. Mrs. Mackensen will make her home with her sister in San Diego, Calif.

The following new members have joined the staff: Miss Frances Becker, M. S., instructor in physical education; Miss Gloria Bonnin, M. A., instructor in science; Rev. Theodore K. Bundenthal, B. D., assistant professor of English; Gerald Danzer, B. S., graduate assistant in social science; William R. Galen, M. Mus., instructor in music and German; Richard Hillert, M. Mus., visiting instructor in music; Henry Letterman, M. A., instructor in English; Martin J. Neeb, Jr., M. A., instructor in speech; George R. Nielsen, M. A., instructor in social science; Walter Penk, M. A., instructor in psychology; Miss Audrey M. Ricketts, M. A., instructor in music; Harold Rock, M. A., assistant professor of biology; Kenneth Schueler, B. A.,

assistant professor of religion (on leave for study); Donald Spitz, M. A., instructor in physical education; Prof. Walter Wangerin, M. A., visiting professor of religion.

Part-time instructors and student associates: Harvey Chandler, B. A., instructor in mathematics; Miss Joyce Panke, student assistant in music; Harold Rohlfing, B. S., instructor in music.

Seward

Nine new faculty members will be on the staff with the opening of the fall term: Vance H. Hinrichs of Greeley, Colo., instructor in mathematics and on the coaching staff; Ralph E. Starenko of Valparaiso, head football coach; Martin L. Stork of Flint, Mich., instructor in education and assistant supervisor of off-campus student teaching program; Robert A. Sylwester of Eugene, Oreg., member of the Education Department; Janice Scheve of Gibbon, Nebr., instructor in physical education; Marilyn M. Schinnerer of Compton, Calif., instructor in the Music Department; in the High School: Joan Hummel of Meadow Grove, Nebr., a 1958 University of Nebraska graduate, instructor in German; Werner Klammer of Morristown, Minn., a River Forest alumnus, instructor in mathematics; and Leonard Martin of Oshkosh, Wis., a 1959 Concordia Seminary, Springfield, graduate, resident counselor for high school boys and teacher of religion. With the addition of these instructors the complete staff numbers fifty-one.

Two members of the faculty, Martin B. Kirch and Wilfred Langefeld, were elected in July to the rank of associate professor in education and history respectively.

Milwaukee

The following new appointments have been announced: Rev. Norris C. Crook of Elyria, Ohio, social studies; Rev. Gerhard W. Degner of Milwaukee, Wis., classics; Rev. John F. Johnson of Milwaukee, Wis., religion and social studies; Rev. Carl E. Krog of Chicago, Ill., social studies; Paul J. Naumann of Milwaukee, Wis., physical education; Rev. Carl J. Stapf of Vermillion, S. Dak., religion and social studies.

Prof. Paul T. Dietz, librarian and assistant professor of history, has been called as associate professor of history. He will continue to serve as librarian.

Prof. Thomas G. Armour, former director of athletics, has accepted a call to Bethany Lutheran Church, Trenton, N. J. Prof. Charles Finke, instructor in the Department of Physical Education, has succeeded Professor Armour as director of athletics. Prof. Herbert T. Mayer has accepted a call to Concordia Seminary, St. Louis, Mo.

Edmonton

Rev. Walter M. Wangerin, formerly president of our Concordia, has accepted a position as visiting professor of religion at Concordia, River Forest.

Rev. Walter V. Schienbein, formerly pastor at Camrose, Alberta, is the new business manager at Edmonton. He will also do some teaching.

Prof. J. H. Herreilers stepped down from the office of business manager after 29 years of service. He will continue his classroom duties.

Miss Marlys Ross, a 1959 graduate of River Forest, is joining the staff as instructor in music and as girls' counselor.

St. Paul

The following have received appointments to the staff: Jerome Reckdahl, University of Minnesota graduate, to teach physics and mathematics in the high school department and physical sciences in the college; Edward Lange, Valparaiso University graduate with M. A. degree from the University of Chicago, to teach English in the college department; Henry F. Werling, graduate of Concordia Seminary, St. Louis, with M. A. degree from Indiana University, to teach social science subjects in the college; Willis Peggemeier, graduate of Concordia Seminary, St. Louis, to teach religion courses in the college.

Professor Elmer Fiebig, high school registrar and mathematics teacher, has been released that he might take over the position of principal of the new St. Paul Lutheran High School scheduled to open this fall. Professor Fiebig is one of several Concordia

College professors who have played an active part in starting the program of the new high school, which with 50 freshman students will open this fall in the educational building of Bethlehem Church, St. Paul. Plans are to erect a new high school building within the next year in a St. Paul suburb.

Austin, Texas

The following left the staff: Dr. George J. Beto, president 1949—1959, to Concordia Theological Seminary, Springfield, Ill.; Donald Spitz, athletic director, to Concordia Teachers College, River Forest, Ill.; Lois Nielsen, registrar, dean of women, going with husband to new post at Concordia Teachers College, River Forest, Ill.; Hildegard Wilmeth, R. N., nurse and house-mother, to Concordia Theological Seminary, Springfield, Ill.

New members of the staff are the following: Fred Growcock, director of public relations, full-time faculty position; Mary Wiese, dean of women, assistant director of testing, teacher from Grace Lutheran Church in San Diego, Calif.; Carl Everts, athletic director, was principal at St. John's Lutheran School in Paullina, Iowa; Elwyn F. Gummelt, returning to Concordia after one year with the Texas A & M College Research Foundation.

STAFF ACTIVITIES

Springfield

During the summer the manager of building and grounds, Ernest Ostermeier, attended the Physical Plant Administration Workshop at Purdue University.

The Business Managers' Workshop was attended by Walter Campbell, business manager.

Seward

Twenty-nine staff members were busy this summer with advanced study attending universities from Oregon to New York. Of this group, Martin B. Kirch, dean of students, received his doctorate from the University of Nebraska. The theme of his thesis is "An Evaluation of the Lutheran Teacher Certification Program of Concordia Teachers College, Seward, Nebraska." Velma

Schmidt, dean of women, earned her Master's degree in education from the University of Nebraska, and Irene Biberdorf a Master's degree in music from the University of Minnesota.

Also, Herbert Kaiser, principal of St. John's School (the laboratory school of Concordia), was granted his doctorate from the University of Nebraska. "The Influence of Group Opinion and Prestige Factor on Children's Perceptions and Judgments" is the title of his thesis.

River Forest

Last spring Dr. Herbert H. Gross, professor of geography, was elected president of the 3,000-member Chicago Geographical Society. Formerly a member of the board of directors of the society, Dr. Gross is active in the group's many projects. There is a photographers' assembly. Geographical tours are sponsored. Gold medals, citations, and awards are given to explorers and writers. Graduate scholarships are granted, and an annual Geographic Dinner is held by the society.

Recently Dr. Albert G. Huegli, academic dean of Concordia, was selected by the Lutheran Academy for Scholarship to work with the Law School of Valparaiso (Ind.) University in setting up a consultation meeting on law and theology. Purpose of the meeting is to explore the relationships between law and Christian thought and doctrine. The meeting will be held at Valparaiso University Nov. 20—21. Topics for the meeting will be concerned with the Christian concepts of natural law and human law, and the nature of man. Funds for the meeting have been advanced to the academy by a special grant from the Aid Association for Lutherans.

Dr. Neelak S. Tjernagel, associate professor of history and religion at Concordia, will leave for England in March 1960 for a research project commissioned by the Literature Board of Synod. The Synodical Committee on Scholarly Research is making a grant to cover the expense of the project. Subject of Dr. Tjernagel's research will be relations between the English and the Germans during the Reformation, especially between Martin Luther and Henry VIII.

The intended result of this research will be the eventual publication by Concordia Publishing House of a book to be entitled *Martin Luther and Henry VIII*. Most of Dr. Tjernagel's work will be done at the British Museum in London. He also will spend some time at the Cambridge University library.

Milwaukee

The following members enrolled for university work during the summer: Prof. Luther Anderson, Marquette University, chemistry; Prof. Charles Finke, University of Wisconsin — Milwaukee, physical education; Prof. Guenther Jacobs, University of Wisconsin — Madison, sociology and economics; Prof. Norman Koelling, University of Colorado, science; Prof. Richard Mazak, Marquette University, science.

Prof. Paul Zanow served on the staff of the summer school at Concordia Teachers College, Seward, Nebr. Prof. Edward Jenne completed a visit to Europe, where he had concentrated on a tour of British and continental universities and other cultural centers.

St. Paul

Prof. Paul Manz is in Germany studying organ and playing in several leading cathedrals of Germany. The following have been engaged in graduate studies or colloquy programs: Robert Barnes, University of Minnesota and Concordia, Seward, Nebr.; Herbert Treichel, Concordia, Seward, Nebr.; Fred Radtke, University of Minnesota; Carol Peter, University of California; Walter Engelhardt, University of Minnesota; Luther Gronseth, Macalester College; and Norbert Hattendorf, Luther Theological Seminary.

Dr. W. A. Poehler and Prof. Eugene Linse have served on the summer school faculty of Concordia Teachers College, River Forest.

Edmonton

Dr. Albert H. Schwermann preached the opening sermon at the theologians' conference at Oakland before the synodical convention and represented the Lutheran

Church — Canada there. He is President of the LCC.

Dean Erich von Fange is taking a sabbatical year to do graduate work in education at the University of Alberta.

Profs. Albert F. Reiner and Albert H. Miller continued their studies in education at the University of Alberta during the summer.

Instructor Walter Beck was enrolled in the graduate program at River Forest during the summer.

CURRICULUM CHANGES

River Forest

On September 19 Concordia will offer its first Saturday courses in the graduate division of the college. In the last three years graduate offerings have been available only during the summer sessions. The two courses to be offered are "Luther and the Reformation," taught by Dr. N. S. Tjernagel, and "Research in Education," taught by Dr. V. C. Krause. The courses will follow the semester system and will run from Sept. 19, 1959, to Jan. 23, 1960, a total of 15 Saturdays. In the spring semester, beginning Feb. 6, the following courses will be offered: "The Lutheran Confessions," taught by Dr. S. W. Becker, and "Psychological Theories and the Educational Process," taught by Dr. A. F. Schmieding.

Currently 183 students from 23 states are enrolled in the graduate division. Nineteen institutions are represented from which the graduate students received their Bachelor degrees. Students come from as far away as New York and California for the graduate program.

SUMMER SCHOOL

River Forest

Headlining campus events this summer was the extended summer session. 795 different students were enrolled in the two five-week sessions and the two two-week workshop and seminar sessions. The latter were held concurrently with the two five-week sessions. There were 560 enrolled in the first five-week session, June 14—July 17, and 83 in the workshops and seminars, July 5—18, totaling 643.

During the second period, July 19 to Aug. 21, 290 were present for five weeks, and 210 were on campus for the second group of workshops and seminars, totaling 500.

Seward

Attendance at summer school was a record breaker with 342 enrolled. Seven men took courses in preparation for a colloquy. Two workshops were conducted, one in organ under the leadership of Prof. Paul Rosel, the other on audio-visuals, guided by Prof. J. Middendorf.

Summer school included an experimental course in geology taught by Prof. Wilbert H. Rusch. This new course covered primarily material on fossils with limited laboratory and field work, as well as theories of mountain building, origins of the solar system, and a survey of present-day theories relative to the geological history of the United States. Part of the course was a one-day field trip along the foothills of the Rockies in the vicinity of Denver.

St. Paul

The summer school was in session for eight weeks and had an enrollment of 90 students (47 teacher-training students, 27 ministerial-training students, and 20 National Science Foundation students).

The teaching staff consisted of Miss Gertrude Bowman (assistant supervisor of music for the St. Paul public schools), Miss Alice Chelmo, and Profs. Jan Pavel, John Stach, Luther Mueller, Walter Engelhardt, Marvin Middendorf, Paul Berger, Elmer Fiebig, and Erlo Warnke.

The summer school in its teacher-training program is an extension of Concordia Teachers College of Seward, Nebr. A special feature of the summer school was a mathematics program for seventh- and eighth-grade teachers, sponsored by the National Science Foundation.

ENROLLMENT STATISTICS

Springfield

It is anticipated that the enrollment will be near 500, an all-time high.

River Forest

The admissions office received in excess of 600 applications for admission to the college for the 1959-60 school year. Of these the college was able to admit a little over 300, or approximately half of the total applications. The present enrollment is 860.

Seward

An increase of 80 students in the college department above last fall's 520 is the September goal. Adding the high school enrollment of 150 will make the total attendance 750. The quota of women has been filled since early May.

Milwaukee

Registrations of enrollees of the new school year have again passed the 500 mark. On July 23 the applications of 502 students had been accepted, including 82 in the high school freshman class and 107 in the college freshman class. Approximately 30 applications remained to be processed.

Austin, Texas

204 students are enrolled for the 1959 to 1960 school year.

BUILDING PROJECTS

Springfield

The previously announced campus expansion is in progress. The new dormitory is under construction; contracts for the new library-administration building are to be submitted in September; property continues to be acquired for campus expansion.

River Forest

Ground was broken at Concordia July 24 for an addition to the science building, a new residence hall for men, and a central service and heating building at a cost of \$1,250,000. Pres. Martin L. Koehneke officiated.

The addition to Eifrig Hall provides a redesigned and enlarged chemistry laboratory with preparation room, a new physics laboratory with preparation and balance rooms,

a science survey lecture room for 100 students with built-in audio-visual equipment, four additional classrooms for psychology, mathematics, and geography offerings, storage space for science equipment, and 13 faculty offices adjoining a seminar-conference room.

The residence hall for men will provide accommodations for 168 students. There will be two wings housing 84 in each, with residence counselor suites for married counselors and their families provided in each wing.

The central service and heating building is designed to provide central, more efficient, and more economical services for the maintenance of buildings and grounds. It ultimately will provide heating for all buildings on the campus through an extensive system of tunneling. Provision also is made for the office of superintendent of buildings and grounds.

Completion date is set for September 1960.

Austin, Texas

The new addition to Hirschi Library was completed May 25. This addition houses the offices of the president, the registrar, the business manager, six faculty offices, and the faculty lounge.

Behnken Hall, college men's dormitory with a capacity of seventy students, was completed at the beginning of September. Dr. J. W. Behnken, President of Synod, was the main speaker at the dedicatory service, which marked the opening service of the new school year.

MISCELLANEOUS

River Forest

Concordia Teachers College is one of 37 privately supported colleges and universities which is sharing in Illinois Bell Telephone Company's 1959 aid-to-education program.

A check for \$500 was presented to President Koehneke by Richard B. Plain, district commercial manager for Illinois Bell. This is the first time the college has been included in the aid-to-education program of the telephone company.

"The unrestricted gift," said President Koehneke, "will be used to help us enrich the educational program of our school."

Mr. Plain said this is the fourth year of Illinois Bell's aid-to-education program in support of Illinois institutions of higher learning. "Grants are unrestricted so that each school may use the money where the need is greatest," he added.

GRADUATES OF TEACHERS COLLEGES

The following lists show the assignments of the 1958—59 graduates of our teachers' colleges not included in the June 16 issue of *The Lutheran Witness*. The lists include the midyear candidates, such as completed their course at the end of the semester or quarter or summer session. Also included are teachers in service who graduated during the school year.

RIVER FOREST

Bachelor's Degree

MEN

Albers, Wayne — Hicksville, N. Y. * (S)
 Busch, Arthur — Chicago, Ill. * (S)
 Cudworth, Gerald — Bay City, Mich. * (S)
 Dargatz, Otto — Springfield, Ill. *
 Fechter, Larry — El Monte, Calif. * (Md)
 Flachsbar, Walter — Peoria, Ill. * (S)
 Fuhrmann, William — Wayne, Mich. * (S)
 Goetz, Elmer — Reseda, Calif. * (Md)
 Going, Eldor — * (Md)
 Hauer, Walter — Chicago, Ill. *
 Kane, Ewald, Jr. — New Orleans, La. * (S)
 Knox, James — Chicago, Ill.
 Lehrke, George — Bonduel, Wis. * (S)
 Lohrmann, Hugo — Detroit, Mich. * (S)
 Meyer, Robert — Houston, Tex. *
 Ramsaur, H. Joseph — (Md)
 Schaefer, Herman — Port Arthur, Tex. * (S)
 Teinert, Herman — Houston, Tex. * (S)
 Wacker, Theodore —
 Good Thunder, Minn. * (S)
 Wehmeyer, Allen —
 Cape Girardeau, Mo. * (S)

WOMEN

Allan, Mrs. Nancee — * (Md)
 Binger, Gardenia —
 Frankenmuth, Mich. * (Md)

Bork, Marilyn — Utica, Mich. *
 Bumgardner, M. Aileen —
 Delray Beach, Fla. * (S)
 Green, Mrs. Winola — Hillside, Ill.
 Meyer, Martha — † (S)
 Podewils, Esther — St. Paul, Minn. * (S)
 Preuss, Elvira — Indianapolis, Ind. * (S)
 Rhode, Coral — St. Paul, Minn. *
 Rupprecht, Edith — Crystal Lake, Ill. *
 Seewich, Mildred — † (S)
 Seemann, Margaret — Baltimore, Md. * (S)
 Shoemaker, Paula —
 Fort Wayne, Ind. * (Md)
 Zehnder, Marie — Denver, Colo. * (S)
 * — Teacher in service
 (S) — Graduate of the summer session
 (Md) — Midyear graduate
 † — Former teacher

BOARD OF PARISH EDUCATION NEWS

Representation at San Francisco. One board and five staff members officially represented the Board of Parish Education at the synodical convention in San Francisco, June 17—26. Alvin R. Brandhorst was the board representative. Staff representatives were: Arthur L. Miller, executive secretary; Wm. A. Kramer, elementary schools; Oscar E. Feucht, adult education; Arnold C. Mueller, Sunday schools; Ralph E. Dinger, vacation Bible schools. Dinger was in charge of the board exhibit.

Three other board members also were present. Though officially representing other groups, Justus P. Kretzmann, Harry G. Coiner, and Vernon H. Koehler assisted in representing the board. Allan H. Jahsmann, Sunday school department staff member, also attended as a visitor.

Sunday School Expansion Filmstrip. Recent board action has resulted in the purchase of 100 copies of the filmstrip *Expansion*, one of a Moody Institute of Science series titled "Building a Better Sunday School." Copies of this filmstrip, together with mimeographed scripts prepared by the Sunday school staff, are being distributed free to District boards of education for use at Sunday school conferences. Filmstrips and scripts are also being sent to the

Synod's four terminal schools for use as teaching aids.

This project is being financed from funds donated by Mrs. Thea Heinemann, Iron-ton, Mo.

Meeting of Curriculum Guide Writers. Writers appointed to assist in the production of a new three-volume curriculum guide for Lutheran elementary schools met at Concordia Teachers College, River Forest, Ill., April 24—25. Under the direction of Frederick Nohl, the board's editor of elementary school materials, the writers reviewed the nature of their assignments and developed plans for getting their work under way.

Those present and their assignments were:

Milton Marten, principal of Immanuel Lutheran School, Valparaiso, Ind. — Language Arts.

Martin C. Pieper, associate professor of mathematics and education, Concordia Teachers College, River Forest, Ill. — Arithmetic.

Elmer Arnst, principal of St. Paul's Lutheran School, Melrose Park, Ill. — Social Studies.

Carl O. Keller, principal of Trinity Lutheran School, Evansville, Ind. — Science and Health and Safety.

Luther Schwich, associate professor of physical education, Concordia Teachers College, Seward, Nebr. — Physical Education.

Gerhardt Becker, teacher at St. John's Lutheran School, Forest Park, Ill. — Music.

Walter Martin, instructor of art, Concordia Teachers College, River Forest, Ill. — Arts and Crafts.

George F. Duensing, teacher at Holy Cross Lutheran School, St. Louis, Mo. — Practical Arts.

Each volume of this guide, which is to replace the 1943 *General Course of Study for Lutheran Elementary Schools*, will also contain sections on the philosophy of Lutheran education and the teaching of religion, to be written by Frederick Nohl. In addition, each volume will have pertinent supplementary chapters. Among these are (authors listed in parentheses): char-

acteristics of the kindergarten-primary child (Hilda Moeller, Fort Wayne, Ind.); characteristics of the intermediate-grade child (Herman Glaess, East Detroit, Mich.); characteristics of the upper-grade child (Herbert Kaiser, Seward, Nebr.); scheduling and daily planning (Robert Christian, New York City); the school library (Karl Gandt, Melrose Park, Ill.); missionary education (Arnold Soeldner, St. Louis, Mo.); foreign language instruction (Aaron Kopf, Kansas City, Kans.); resource units on the history of Lutheran schools (Lawrence G. Bickel, Seward, Nebr.); the ninth grade (Willis Bredehoft, San Francisco, Calif.).

New Bible History Texts. The board has authorized the production of two new Bible history texts designed for use in Lutheran elementary schools. One of these will be for the intermediate grades. It will be written in pupil language and will contain original art work and maps. The author(s) for this text remain(s) to be chosen.

John M. Weidenschilling, former board staff member, has accepted the assignment to prepare the second text, to be aimed at

the needs of upper-grade pupils. This book will lean heavily on the text of the Revised Standard Version of the Bible, much as the present *Advanced Bible History* now does on the King James Version. Like the intermediate Bible history, the upper-grade one will also contain new art work and maps.

Some thought has been given to preparing teacher manuals and pupil workbooks to accompany each of the new texts. However, final decisions on these materials are to be made at a later date.

New Name. "What is thy name, faire maid?" quoth he.

"Penelophon, O King," quoth she.

"What is thy name, faire board?" quoth he (before the San Francisco Convention).

"Board for Parish Education, O King," quoth she.

"What is thy name, faire board?" quoth he (after the San Francisco Convention).

"Board of Parish Education, O King," quoth she.

SALARIES, WOMEN TEACHERS

Monthly Salary	5 Years or More College	4 Years College (Less than 5)	3 Years College (Less than 4)	2 Years College (Less than 3)	Less than 2 Years College	College Not Listed
451—475	3	—	—	—	—	—
426—450	—	—	—	—	—	—
401—425	1	1	—	1	—	—
376—400	—	7	—	1	—	1
351—375	4	10	5	7	1	6
326—350	2	27	17	16	4	6
301—325	6 *	56	19	21	3	17
276—300	5	117	71	71	19	29
251—275	5	123 *	85 *	176	24	23
226—250	3	117	122	306 *	62 *	55 *
201—225	—	44	46	184	44	37
176—200	—	4	12	47	14	25
151—175	—	2	—	7	1	3
150 or less	—	3	—	3	3	4

*Median

Teachers Bureau, 2-27-59

Note that the salaries are on a monthly basis. Some women teachers are paid for 12 months, some for 11 months, and some for 10 months. Next year we shall try to get the salaries on an annual basis if possible.

WM. A. KRAMER

KINDERGARTEN TEACHERS' SALARIES

Monthly Salary	5 Years or More College		4 Years College (Less than 5)		3 Years College (Less than 4)		2 Years College (Less than 3)		Less than 2 Years College		College Not Listed	
	Half Day	All Day	Half Day	All Day	Half Day	All Day	Half Day	All Day	Half Day	All Day	Half Day	All Day
376—400	—	—	—	—	—	—	—	—	—	1	—	1
351—375	—	—	—	—	—	—	—	—	—	—	—	—
326—350	—	—	—	2	—	2	—	2	—	2	—	—
301—325	—	3	—	3	—	—	—	2	—	—	—	2
276—300	—	1	—	4	—	2	—	7	—	2	—	6
251—275	—	—	—	3	—	6	—	11	—	3	—	7
226—250	—	1	—	11	—	4	1	7	—	10	—	11
201—225	—	—	3	3	—	2	2	8	—	8	1	4
176—200	—	—	6	3	3	1	3	3	1	4	4	5
151—175	1	—	11	2	6	1	13	1	6	—	10	1
126—150	3	—	18	—	15	—	25	—	30	1	41	—
101—125	1	—	18	—	10	—	30	—	18	—	38	—
100 or less	1	—	9	—	4	—	16	—	23	—	30	—

Teachers Bureau, 2-27-59

This table accounts for 564 of a total of 634 kindergarten teachers. WM. A. KRAMER

PROFESSOR EMERITUS

ALBERT H. MILLER,

Ph. B., Litt. D.

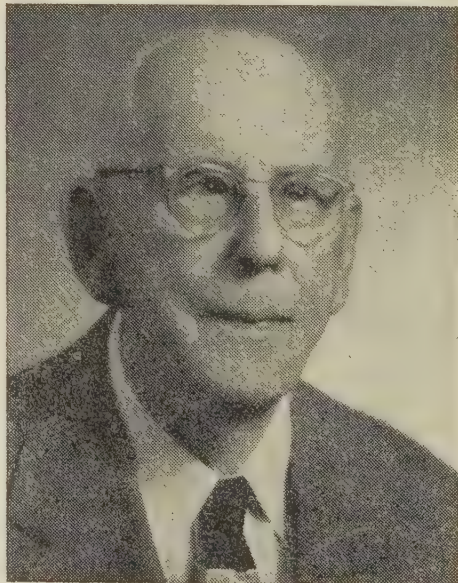
EDUCATOR AND AUTHOR

Albert H. Miller was born Jan. 23, 1864, in Terryville, Conn., the son of Carl Miller and his wife, Louise, nee Morgenroth. He was received into the Savior's arms in Holy Baptism in Holyoke, Mass., in 1870, and he attended the public schools of Chicopee, Mass., from 1869 to 1876. At the age of nine he lost his father in death, and at the age of twelve he began to work as a weaver in the Chicopee Cotton Mills, working there until 1879. He moved to Paterson, N. J., in 1879 and was employed as a silk weaver there for five years. He attended the adult instruction class at St. Paul's Lutheran Church in Paterson and was confirmed in 1880.

He enrolled in Concordia Teachers Seminary in Addison, Ill., in 1884, taught as a supply teacher in Meriden, Conn., in 1887 to 1888, and graduated from the seminary in 1889. Called to Immanuel Lutheran School in Danbury, Conn., as teacher and principal, he served our Lord and His people there from 1889 until February 1906. He was also a member of the Synod's Edu-

cational Exhibit Committee for the World's Fair in St. Louis in 1904.

He was installed as professor at the Addison Teachers Seminary on Feb. 6, 1906. From 1906 until 1947 he served as Professor in English and chemistry at the college in Addison and River Forest.



TOLOFF STUDIO

God had endowed him with talent, energy, and faithfulness. His acquaintances and friends, especially his colleagues, will remember him by his frankness and friendliness. His contributions to the life and welfare of the Synod were notable and numerous. He was the first registrar of the college (1913—1936) and as such made distinct contributions toward laying the foundation for the accreditation of the college. He was a member of the building committee of Concordia Teachers College when the college was built in River Forest in 1912. He continued his education at the University of Chicago and received his Ph. B. in 1932.

From 1907 to 1937 our departed father and friend served as assistant editor of our journal. During the thirty years of his assistant editorship the name of the journal was changed from the original *Evangelisch-Lutherisches Schulblatt* to *The Lutheran School Journal* and in 1907 to its present name, LUTHERAN EDUCATION. The older readers will also remember him by his contributions to our journal.

He was the author of numerous texts for schools and a number of booklets and pamphlets designed for use in Lutheran schools. Among these texts are: *The Modern Speller*, *The Modern Grammar*, *Science for the Grades*, *Lessons in English*, and *Composition Outlines*. Some of his major booklets were: *Martin Luther in Story and Picture*, *Bible Stories of Great Men*, *The Lord's Prayer*, *Mission Stories*, *The Ten Commandments*. In recognition of his distinctive literary contributions to the work of Christian education, Concordia Teachers College of River Forest conferred the honorary degree of Litt. D. in June 1956.

He was united in holy matrimony with Elizabeth Theiss on Aug. 3, 1890. This union was blessed with the gift of five children, one of whom died in infancy. His beloved wife entered eternal glory on March 2, 1946. Four children: Albert, Jr., Elizabeth, Mary, and Elfrieda, nine grandchildren, and 27 great-grandchildren live to praise God for His goodness to their father, grandfather, and great-grandfather, who now lives in heaven to praise the same God for the same goodness.

ARTHUR WILLIAM KLINCK

PASTOR — EDUCATOR — SCHOLAR

Arthur William Klinck was born at Elmira, Ontario, Canada, on January 19, 1900. He was the son of George Klinck and his wife, Mary, nee Devitt. He received his elementary schooling in the Elmira public schools and St. Paul's Lutheran School, whereupon he attended Elmira High School. After two years' training at Kitchener Collegiate Institute he attended Concordia College, Fort Wayne (1919—1921) to prepare himself for the holy ministry. At the time of graduation from Concordia Seminary, St. Louis, in 1924, he received his degree of Bachelor of Divinity. After a year of graduate work he received the degree of Master of Sacred Theology. He now was called to start a church at North Platte, Nebr., having been ordained in October 1925 at Grant, Nebr. The Lord blessed his work at North Platte by permitting him to organize Our Redeemer Lutheran Church. In 1928 he was called as missionary to Lincoln, Nebr., and here again he was privileged under the blessing of God to organize a congregation, Calvary Lutheran Church. During his busy years as pastor he attended the University of Nebraska on a part-time basis and was awarded the degree of Doctor of Philosophy in 1935, having written a dissertation on "The Religion of Emperor Julian." In 1939 he was called as president of Concordia Teachers College, River Forest, Ill. He held this office until December 31, 1953. On January 17, 1954, he was installed as professor of historical theology at Concordia Seminary, St. Louis.

Dr. Klinck was actively engaged in the field of Biblical archaeology since 1936 and had just returned from a trip to Palestine and the Near East. He is the author of a number of articles in this field and of the popular books *Home Life in Bible Times* and *Old Testament History*. During his years of research he constructed a Biblical museum on life in Bible times which he had planned to rework into a permanent exhibit for the seminary.

Alongside his teaching duties Dr. Klinck has served the church in many different ways. He was chairman of the Board for

Parish Education of the Southern Nebraska District from 1935 to 1939 and a member of Synod's Planning Committee for Sunday School Teacher Training from 1935 to 1937. Thereafter he became a member of the synodical Sunday School Teacher Training Committee until 1958. He was chairman of this committee from 1956 to 1958. Dr. Klinck was formerly associate editor of *LUTHERAN EDUCATION* (1939—1953) and the *Lutheran Witness* (1956—1959).

On July 30, 1925, he was united in marriage with Flora Buettner at Our Redeemer Lutheran Church, St. Louis. The marriage was blessed with one son, Robert George, who was called to his heavenly home in 1957. He is survived by his wife, three sisters, and two brothers.

Dr. Klinck died suddenly on Sunday evening, August 9, 1959. He was buried on August 13 in Our Redeemer Cemetery in suburban St. Louis.

With all his gifts, Dr. Klinck walked humbly before God and man and endeared himself to his colleagues, their families, his students, and many friends.

DO YOU KNOW?

Valparaiso University News. — Prof. Carl H. Krekeler of the biology department says: "Scientific evidence continues to accumulate that the age of the earth is to be measured in millions or billions rather than in thousands of years, that organisms different from modern ones lived in past ages, and that there was a specific sequence of such organisms — a sequence which suggests derivation of forms at a given time from those occurring at a prior time."

What Conant Says. — The big three recommendations of James B. Conant as he summed them up in his report, "The American High School Today," are:

1. Reduce the number of small high schools through district reorganization.
2. Improve and extend the study of foreign languages.
3. Provide more guidance for gifted girls.

A Big Help. — In the last 10 years America's corporations, large and small, have begun to support colleges with financial gifts.

That Many Courses? — It is estimated that 20,000 vocations and professions need specialized educational preparation.

Another Shortage. — *Printer's Ink* says that our country will need 185,000 more salesmen by 1960 and 556,642 more by 1965. It goes on to say that salesmen of quality are hard to get. All of this reminds us of a teacher shortage.

Wedding Bills. — One third of all men college students are married. We wonder how this kind of educational adventure is being financed.

Upgrading TV. — The national educational television network now includes 36 member stations.

Three Cheers for Gramp. — More than 50 million adults are studying on a regular basis — through media ranging from the post-graduate school to on-the-job training programs in factories.

Helping the Handicapped. — Mentally retarded children make better grades when they are taught in classrooms alongside other youngsters than when taught in special classes for slow learners.

Listen. — State and local course of study and curriculum guides recommend the teaching of listening as part of the language arts. Twenty-five years ago this skill was not even mentioned in guides in use at that time.

A Dark Outlook. — Are young Southerners more tolerant toward Negroes? No, the younger generation in the South is no more tolerant toward Negroes than their parents were. Regardless of whether the white youngsters have attended schools with Negroes, "racial rigidity" and "race consciousness" are heightened among the new generation of Southern whites.

Education in Alaska. — Alaska, our 49th state, has a dual school system. The Alaska Native Service, under the Bureau of Indian Affairs, operates 84 schools. The Alaska Department of Education operates 105 schools.

Cultivating Gifts. — Joseph E. Maddy, founder of the National Music Camp at Interlochen, Michigan, is planning a special school for gifted children. To qualify for

the school, children must demonstrate talent in one of the arts — music, art, speech, or dance. They must have extended-interest spans and an IQ of 120 or better.

A Three-Semester School Year. — M. E. Herriott, principal of Airport Junior High School, Los Angeles, feels that teacher shortages and classroom shortages could be eliminated with a three-semester school year. Each semester would consist of 17 weeks or 85 days. Pupils would attend two of the three semesters for the traditional grade advancements. Teachers would receive their current annual salaries for teaching two of the three semesters.

Still a Hot Issue. — When the United Press International made its annual compilation of the biggest news stories of the year 1958, two dealt with schools. The struggle of desegregation was placed into first position. The disastrous Chicago school fire ranked ninth.

Skyrocketing Costs. — A study made by the U. S. Office of Education shows that tuition fees have jumped 239% in the private colleges and 215% in the public colleges since 1937. In the last nine years tuition has increased 71% in all the colleges combined. Tuition fees in publicly controlled colleges increased from an average of \$112 a year in 1949—50 to \$179 at present. In private colleges they rose from \$465 to \$820. The average cost of going to college today is estimated at \$1,500 for the public institutions and \$2,500 for the private ones. More increases may be expected.

You Name It. — At Michigan State (East Lansing, Mich.) the Department of Religion is the smallest. It offers only 24 courses. There are 333 courses in education. If you would like a course in "Fly and Bait Casting," "Analysis of Problems of Dance Education," or "Personnel Work in Residence Halls," they've got it. For people interested in hotel and restaurant management there are 44 courses.

A Fulbright Scholarship. — Miss Ruth Joan Lassanke, teacher of French and English at Walther Lutheran High School, Melrose Park, Ill., is the recipient of a Fulbright Scholarship, which will permit her to study at the University of Grenoble, in Grenoble,

France. The scholarship includes transportation, lodging, and full tuition. Miss Lassanke will study French. She is a member of Pi Delta Phi, national French honor society, and Alliance Francaise.

Fight for U. S. Aid. — When the NEA met in St. Louis, it voted overwhelmingly to flood Congress with telegrams urging support for a massive program of Federal aid to education. The resolution encouraged support of the Murray-Metcalf bill, which would give outright Federal grants to the states. A delegate opposing the resolution said: "To me it seems incongruous to send \$1 to Washington just to get 60 cents back."

Marriages Decrease Again. — In 1958, as in the year before, the number of marriages in the United States decreased by about 4%. There were approximately 1,456,000 marriages during the year, compared with 1,518,000 in 1957 and 1,585,000 in 1956. The marriage rate in 1958 was 8.4 per 1,000 population (including the Armed Forces overseas) — the lowest recorded since 1932.

From Synod News Bulletin. — For 6 years in a row our 1,400 Christian elementary schools have co-operated 100% in furnishing statistical reports to District and Synod departments of education. 1958—59 figures show 1,418 schools (up 14 over '57—'58); 146,201 pupils (up 5,579); 5,005 teachers (up 228). 53% of Protestant day schools in North America are non-Lutheran! 38% are Missouri Synod.

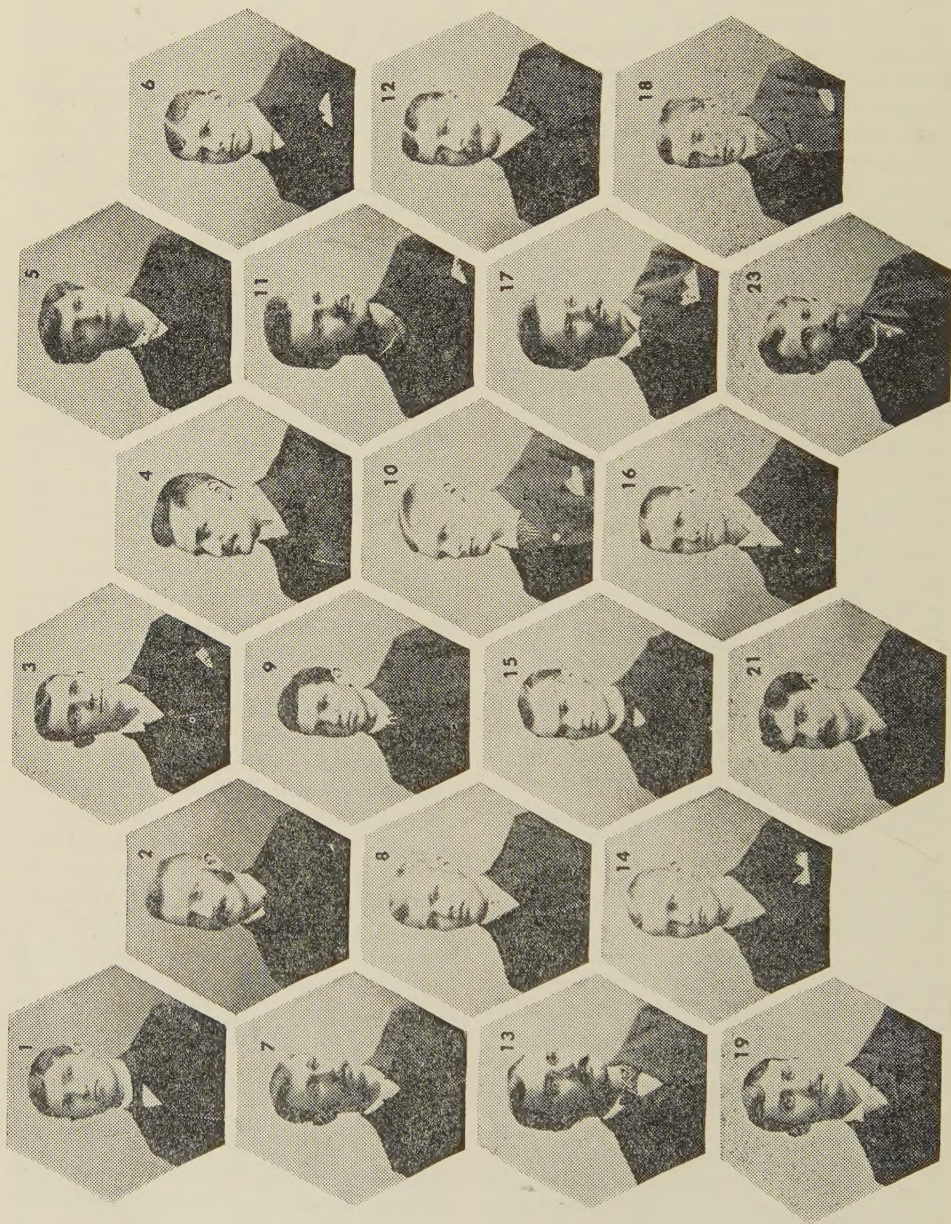
Who's Who. — Dr. Kurt Froer, who contributed the article "The Family as an Educational Institution" in the June issue, is professor of practical theology and pedagogy at Erlangen University in Bavaria. His paper was prepared for and presented to the Intersynodical Seminar on the Family and Christian Education held at St. Olaf College, Northfield, Minn., August 5—9, 1957. He is also a member of the Commission on Christian Education of the Lutheran World Federation.

Gifts to Colleges. — In 1955, 728 colleges reported gifts of \$336 million; 1957 figures reached nearly \$833 million to 910 institutions. Nearly 43% of all business gifts went to 65 major universities, 25% to 327 private coeducational colleges.

WHO IS WHO?

We have this picture in our collection of class pictures at Concordia, River Forest. Unfortunately the picture has no marks of identification — no names of the persons

and no indication of the year. In the opinion of one of the older teachers to whom the picture was shown for possible identification, it is the picture of the Addison graduat-

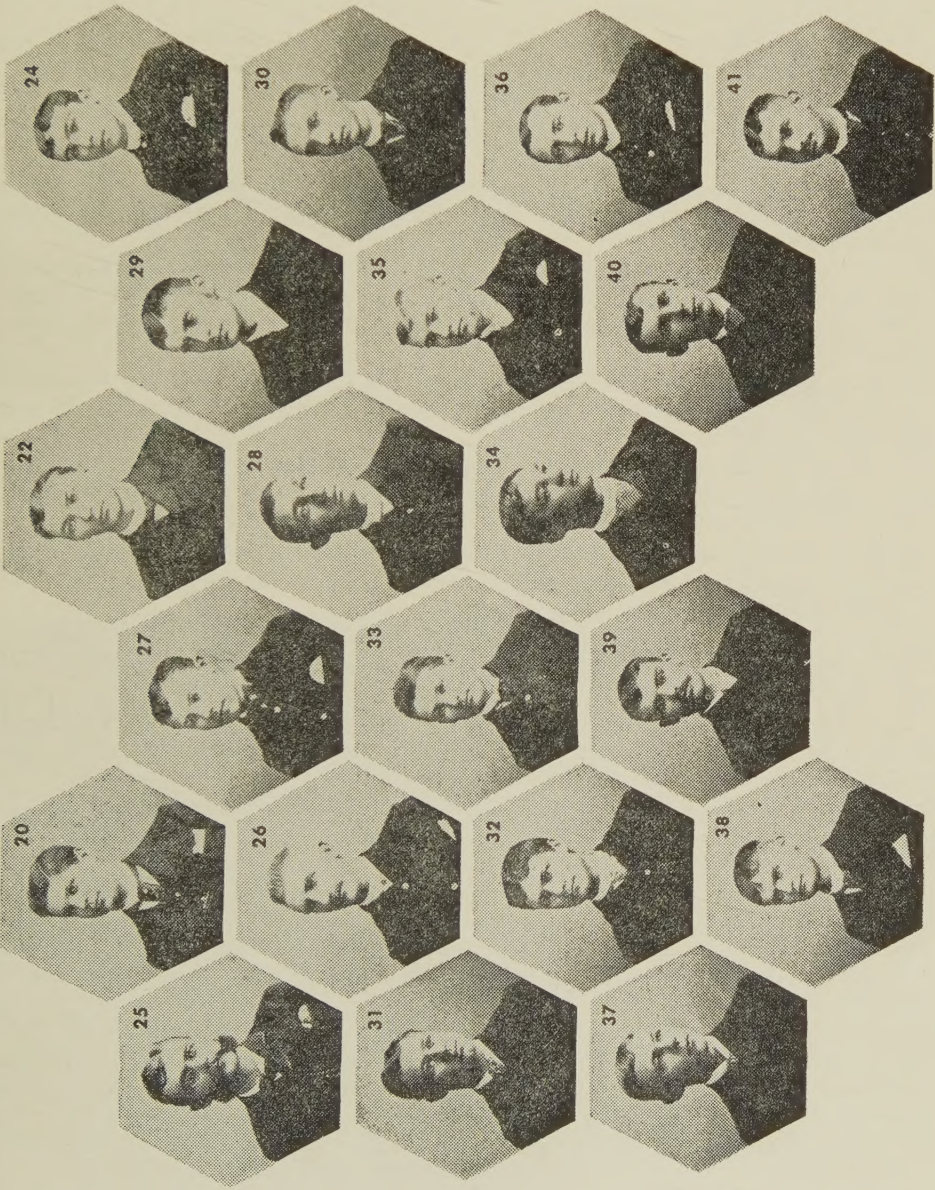


ing class of 1888. But this is only an assumption.

We appeal to our readers for help. Each individual picture has been numbered. We ask our readers who recognize a relative or perhaps a former teacher among these vet-

erans in our teaching ministry to favor us with their identification. Please drop a line — a postal will do — to

THEO. KUEHNERT
Concordia Teachers College
River Forest, Ill.



Summoned to Rest

WILLIAM F. MOELLER, em., Lafayette, Ind., on Nov. 20, 1958, at the age of 84. Graduated Addison teachers seminary 1892. Served 57 years at Corunna, Ind.; Merrill, Wis.; and Lafayette, Ind.; retired 1949.

FRANK E. BREDEMEIER, em., Fort Wayne, Ind., on March 4, 1959, at the age of nearly 78. Graduated Addison teachers seminary 1901. Served 35 years at Lincoln, Nebr., and Fort Wayne, Ind.; retired 1936.

AUGUST W. NEHRENZ, em., Glendale, N. Y., on March 31, 1959, at the age of 81. Graduated Addison teachers college 1897. Served 49 years at Glendale, N. Y.; retired 1946.

GEORGE CARL HILLMAN, em., Ludington, Mich., on April 24, 1959, at the age of nearly 72. Graduated Addison teachers seminary 1908. Served 35 years at Hemlock and Ludington, Mich.; retired 1943.

FRED W. FINKE, em., Sweet Springs, Mo., on April 26, 1959, at the age of 66. Graduated Seward teachers college 1915. Served Canistota, S. Dak.; Palmer, Kans.; Louisville, Ky.; and Vincennes, Ind.

PAUL REUTER, em., Reedsburg, Wis., on April 29, 1959, at the age of 80. Graduated Concordia Seminary, St. Louis, 1900. Served 49 years as pastor at Utica and Gresham, Nebr.; Port Washington, Wis.; professor at Concordia Teachers College, Seward, Nebr.; retired 1949.

THEODORE J. KOCH, em., Columbus, Ind., on May 25, 1959, at the age of 77. Graduated Addison teachers seminary 1901. Served 55 years at Cleveland, Ohio, and St. Peter's, Columbus, Ind.; retired 1955.

KARL A. JUNGKUNTZ, em., Milwaukee, Wis., on June 3, 1959, at the age of 74. Graduated Addison teachers seminary 1903. Served 55 years at South Bend, Ind.; St. Paul's, Fort Wayne, Ind.; and St. Stephen-St. Peter, Milwaukee, Wis.; retired 1958.

MARTIN W. LINDOERFER, em., Rock Island, Ill., on June 7, 1959, at the age of 71. Graduated Seward teachers college 1909. Served 45 years at Luverne, Iowa; Pekin and Rock Island, Ill.; retired 1954.

EMIL G. GARSKE, em., Chicago, Ill., on June 8, 1959, at the age of 76. Graduated Addison teachers seminary 1903. Served 54 years at Athens, Wis.; Bethany, Chicago; and St. Luke, Chicago; retired 1957.

OTTO SCHUELER, em., Janesville, Wis., on June 13, 1959, at the age of 85. Graduated Addison teachers seminary, 1899. Served 21 years at Crete, Ill.; Hoffmann, Ill.; and Klinger, Iowa; retired 1920.

BERTHOLD E. PETROWSKY, Lyons, Ill., on June 19, 1959, at the age of 50. Graduated Concordia Teachers College, River Forest, 1929. Served 30 years at Waltham, Minn.; and Lyons, Ill.

FREDERICK ENGEL, Glendale, N. Y., on June 19, 1959, at the age of 79. Graduated Addison teachers seminary, 1899. Served 24 years as Lutheran teacher at First Trinity, Brooklyn, and St. John's, Glendale, N. Y. He then taught in public high schools until his retirement in 1949; but he continued to serve as organist and choir director in Lutheran churches.

ALBERT H. MILLER, emeritus, Oak Park, Ill., on July 30, 1959, at the age of 95. Graduated Addison teachers seminary 1889. Served 58 years at Immanuel Lutheran School, Paterson, N. J. (1889—1906); as professor of English and chemistry in Addison and River Forest (1906—1947); retired 1947.

ARTHUR WILLIAM KLINCK, St. Louis, Mo., on August 9, 1959, at the age of 59. Graduated Concordia Seminary, St. Louis, 1924; received his doctorate from University of Nebraska, 1935. Served the church for 35 years — as pastor at North Platte and Lincoln, Nebr., for 11 years; as president of Concordia Teachers College, River Forest, for 14 years; and as professor of Biblical archaeology at Concordia Seminary since 1954.